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ABSTRACT

This publication updates information from prior surveys of the 50 states and the District of Columbia in the areas of: (1) requirements for regular licensure (standards an individual must meet to be issued an initial or advanced teaching credential); (2) requirements for licensure--emergency or shortage-driven (the process by which a person who does not meet requirements for a regular license may be hired to fill a classroom vacancy when there is a shortage of qualified personnel); (3) requirements for licensure--alternative programs (information on routes to be taken by nontraditional students that provide accelerated preparation for teaching); (4) standards boards (any official state entity that may recommend or establish standards for program approval and for the issuance of licenses); and (5) minority teacher recruitment (state-sponsored studies, proposals, legislation, or programs that address the problem of a decline in the number of minorities entering the teaching profession). In this edition two new categories, teacher education review and study (state-sponsored studies, proposals, legislation, or programs that address teacher education standards, issues, or trends); and response to violence (efforts states have made on statewide and local levels to address increasing violence in schools) are included. Also, state requirements for entry to and exit from teacher preparation programs are clarified. (LL)

ED 363 615

Teacher Education Policy in the States

A 50-State Survey of Legislative and Administrative Actions

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November 1993

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American Association of Colleges for Teacher Education

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INTRODUCTION

The 1993 edition of *Teacher Education Policy in the States: A 50-State Survey of Legislative and Administrative Actions* updates information from prior surveys in the areas of standards, standards boards, emergency or shortage-driven licensure, alternative preparation, and minority teacher recruitment. In this edition, two new categories, teacher education review and study, and response to violence, are included.

This edition of the survey clarifies state requirements for entry to and exit from teacher preparation programs, and for regular and alternative licensure. Teacher licensure requirements are divided into several categories:

Requirements for regular licensure include standards for an initial or advanced teaching credential. Standards in this category generally refer to requirements that must be met by individuals who complete an approved teacher education program and fulfill state or district continuing professional development requirements.

Requirements for emergency or shortage-driven credentials refers to the process by which an individual who does not meet requirements for a regular license may be hired to fill a teaching vacancy when there is a shortage of qualified personnel.

Requirements for licensure with alternative preparation describe routes to licensure designed for nontraditional students that provide accelerated preparation for teaching.

Minority recruitment, teacher education and study, and **response to violence** include reports on state-sponsored programs and legislation.

Summaries of the data by category follow:

Entrance and Exit Requirements

The 1993 data indicate that 57 percent, or 29 of the states (for purposes of the survey, the District of Columbia is included as a state) have state-mandated entrance and exit requirements for teacher education programs. In the remaining 43 percent, or 22 states, IHEs establish entrance and exit requirements. Much variation exists in this group. For example, some states mandate that IHEs standardize requirements across the state and other states leave the decision to the individual institution. In the latter case, the IHEs generally establish uniform standards.

Emergency or Shortage-driven Licensure

Forty-six states permit individuals to apply for emergency or shortage-driven credentials (90 percent). Of the remaining five states, in the event of shortage-driven needs, three offer alternative education programs for provisional credentials to those individuals who are close to qualifying and continue education for the state's standard credential. One state did not report provisions for emergency or shortage-driven vacancies. The fifth state began a program of educating teachers in new areas of specialty for expected areas of shortage and successfully prevented the need for shortage-driven licensure.

Alternative Programs for Licensure

States offering alternative programs increased from 30 in 1991 to 43 in 1993. Alternative routes to teaching or to obtaining credentials for nontraditional students vary between states. Some states have more than one alternative program for licensure. All states require prospective candidates to have degrees in their chosen field of work and most require a number of years of experience in their field. Candidates may be asked to take coursework, participate in district- or IHE-sponsored workshops, work with a mentor, or comply with any combination of these programs. Programs for each state are described.

Standards Boards

The duties and membership of standards boards vary in a number of ways across the states. Most states (36) have appointed boards, generally advisory to the state department of education, though some reported to the legislature. The boards advise and make recommendations on standards for teacher preparation, code of ethics, licensure procedures, and some research various facets of teacher education or student outcomes. Membership on the board fluctates between nine and 50 members, with most having 12-19 members. Twelve states appoint autonomous boards with duties ranging from complete responsibility for establishing standards and implementing procedures for licensure to partial responsibility. Two states are in transition and one state has two boards, one for advising and the other for implementation. Two states have no standards board.

Introduction

Minority Recruitment

Data on programs for recruitment of minority students indicate that 18 states (35 percent) have programs and 33 (65 percent) have none. The programs vary in content ranging from recruitment fairs, high school clubs, scholarship or loan monies with decreased payback determined by years of teaching in the state or district, incentives for IHEs to give loans, and outreach programs sponsored by the SDE. Some states have recently initiated programs or conferences, while others have ongoing plans and activities. Three states have job banks and two states have programs for paraprofessionals to enter regular licensure programs with pay incentives or scholarships.

Teacher Education Review and Study

The range of responses regarding programs to review and study teacher education includes conferences, long-range research projects, and needs assessments. Programs focus on teacher education, standards for licensure, curriculum content, outcomes-based education, and site management. Some states enacted legislation as a result of recommendations based on some studies

Response to Violence

Twenty-six out of the 51 states and district have programs implemented in response to issues of violence in schools. The programs range from adopting more stringent standards of punishment for violations, setting up metal detectors, and educating teachers and staff regarding mediation and intervention techniques; to conducting symposia to discuss issues and assess problems, and making recommendations to the legislature.

SURVEY CATEGORIES

Entrance requirements describes requirements set by the state for entrance into a teacher education program at a school, college, or department of education.

Requirements for Licensure—Regular describes standards an individual must meet to be issued an initial or advanced teaching credential. These standards generally govern licenses awarded to individuals who complete an approved teacher education program and who fulfill state or district continuing professional development requirements.

Requirements for Licensure—Emergency or Shortage-driven describes the process by which an individual who does not meet requirements for a regular license may be hired to fill a teaching vacancy when there is a shortage of qualified personnel.

Requirements for Licensure—Alternative Programs includes information on routes to licensure designed for nontraditional students that provide accelerated preparation for teaching. These alternative programs may be conducted by institutions of higher education, local education agencies, state education agencies, or a combination of the three.

Standards Boards describes any official state entity that may recommend or establish standards for program approval and for the issuance of licenses. Some may also set, monitor, and enforce standards of conduct for professional educators. This type of agency may have final regulatory authority or may simply advise other state policymakers. Recent or proposed changes in this area also are documented.

Minority Teacher Recruitment describes state-sponsored studies, proposals, legislation, or programs that address the problem of a decline in the number of minorities entering the teaching profession. Activity reported includes early recruitment efforts, targeted scholarship/loan programs, and other actions to recruit minorities into the teaching.

Teacher Education Review and Study describes state-sponsored studies, proposals, legislation, or programs that address teacher education standards, issues, or trends. A primary focus is on plans related to implementing educational reform laws.

Response to Violence describes efforts states have made on statewide and local levels to address increasing violence in schools. Information concerning what agency initiated the efforts, how resources were allotted, and what role IHEs played in the efforts was collected.

ACRONYMS

AACTE	American Association of Colleges for Teacher Education
ACT	American College Test
CAT	California Achievement Test
CBEST	California Basic Skills Test
CEU	Continuing Education Unit
DPI	Department of Public Instruction
ESL	English as a Second Language
ETS	Educational Testing Service
GPA	Grade Point Average
HB	House Bill
IHE	Institution of Higher Education
LEA	Local Education Agency
NASDTEC	National Association of State Directors of Teacher Education and Certification
NCATE	National Council for Accreditation of Teacher Education
NTE	National Teachers Examination
OPI	Office of Public Instruction
P-PST	Pre-Professional Skills Test
SAT	Scholastic Aptitude Test
SB	Senate Bill
SBE	State Board of Education
SCDE	Schools, Colleges, and Departments of Education
SDE	State Department of Education

GLOSSARY

CERTIFICATE. See LICENSE.

CREDENTIAL. See LICENSE.

LICENSE. A license is the official recognition by a state government agency that an individual has met state-mandated requirements and is therefore approved to practice as a duly licensed educator in that state.

A certificate is a credential awarded by the profession in recognition of advanced skills or achievement. Certain states use certificate to describe what is more commonly referred to as a license. This survey initially identifies state credentials by name, including when a license is officially called a "certificate" (e.g., the Basic Certificate). The term "credential" refers to either a license or certificate.

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ALABAMA

Entrance Requirements

To be admitted to an undergraduate teacher education program, individuals must:

- have a total of 60 semester or 90 quarter hours of undergraduate courses, of which 48 or 72 hours, respectively, must be in general studies;
- have a GPA of 1.5 on a 3.0 scale or 2.5 on a 4.0 scale;
- have at least 300 on the Alabama Basic Skills Test; and
- interview successfully according to IHE-developed and SDE-approved criteria.

Exit requirements include a GPA of 1.5 on a 3.0 scale or a 2.5 on a 4.0 scale for each of the total program, general studies, the teaching field(s), and the professional studies component with no grade below a C in professional studies. IHEs develop their own exit tests—one that is comparable to a professional knowledge test and one that tests the candidates in their teaching fields. IHEs certify that individuals have passed these exams as part of their approved program requirements.

Requirements for Licensure—Regular

Alabama issues a Class B Certificate to candidates who successfully complete an approved teacher education program. To renew this eight-year credential, a teacher must:

- teach four of the eight years and participate each year in a professional development program planned by the local school district and approved by the state; or
- complete 12 semester or 18 quarter hours of college courses.

Class A Certificates, issued to those who have completed a master's degree and a state-approved teacher education program, are valid for 10 years. To renew this credential, the teacher must either:

- teach five of the 10 years and participate each year in a professional development program planned by the local school district and approved by the state; or
- complete 12 semester or 18 quarter hours of college courses.

Certificate holders with 3 or more semester hours beyond the master's level are eligible for a specialist-level certificate, Class AA.

Requirements for Licensure—Emergency or Shortage-Driven

A superintendent may request that a candidate be issued a one-year non-renewable Emergency Certificate if no qualified applicants are available for a specific teaching position. Persons receiving the Emergency Certificate must hold a bachelor's degree. Such individuals may become eligible for a permanent license by meeting the state-approved program requirements as indicated above.

Requirements for Licensure—Alternative Preparation

Nineteen of the 30 IHEs with teacher education programs offer the Alternative Fifth-Year Program. To be admitted to this master's program, candidates must have:

- a bachelor's degree with a non-teacher education major from a regionally accredited institution;
- completed 60 semester or 90 quarter hours in general studies, including humanities, social science, science, and mathematics;
- the same number of hours in the teaching field as that required for the baccalaureate-level license; and
- a score of at least 300 on the Alabama Basic Skills Test.

To graduate, students in programs for elementary education, secondary education, and nursery school through 12th grade must complete 39 semester or 60 quarter hours of graduate courses, of which 12 or 20 hours, respectively, must be in subject-area studies. Students must also have 10 weeks of full-time student teaching totaling a minimum of 300 clock hours.

Alabama

Standards Boards

The Alabama State Advisory Committee on Teacher Education and Certification (SACTEC) advises and makes recommendations to the SBE regarding standards and certification of teachers. There are approximately 30 members of SACTEC, representing teachers, administrators, teacher educators, school boards, businesses, and the public. Regulations do not stipulate specific numbers of representatives that must serve from each group. Constituent groups nominate candidates from the committee, and the State Superintendent appoints members for three years.

Minority Teacher Recruitment

Legislators continue to raise the issue of minority teacher education recruitment. An employee of the SDE is recruiting minorities for teacher education through involvement with high school programs.

Teacher Education Review and Study

State certification standards were reviewed and revised within the past two years. Teacher preparation will be targeted in state reform efforts.

Response to Violence

In 1993, the governor appointed a task force to consider issues related to school violence.

ALASKA

Entrance Requirements

IHEs are allowed to set their own entrance requirements.

Requirements for Licensure—Regular

To receive a Type A Certificate, a candidate must:

- complete an approved teacher education program from an accredited institution;
- have a recommendation from that IHE; and
- submit two fingerprint cards.

The Type A Certificate is renewable every five years if the holder submits a renewal application and fee, and completes six semester hours or nine quarter hours of coursework during the five-year period. For first renewal, applicants must complete three semester hours each of upper-division coursework in Alaskan studies and multicultural education.

Requirements for Licensure—Emergency or Shortage-Driven

When, after exerting "diligent effort," a district cannot find a qualified, credentialed teacher, it may request that the commissioner of education issue an Emergency Certificate to an individual not otherwise qualified. This credential is valid "for a period not to exceed the end of the school year in which it is issued."

Requirements for Licensure—Alternative Preparation

An alternative teacher preparation program began in 1993. A fundamental aspect of this program is an assessment center through which candidates are processed after meeting the following criteria:

- holding a bachelor's degree;
- applying to the SDE; and
- meeting fingerprint requirements.

The assessment center (a portable system that assesses individuals in 13 areas) provides each individual with an Individual Certification Profile indicating his or her major needs for the first year of the program. An Apprentice Teacher Card is supplied provided that the individual locates a school district with an alternative route program and a mentor teacher. Expenses for the testing, assessment, and application are borne by the candidate. At the end of a successful alternate route program, the individual is eligible for the Type A Certificate.

Additionally, a Content Specialist Card may be issued to individuals nominated by a local district to provide expertise in a specific area for one, two, or three classes per day. Individuals must have a degree, three years in an appropriate profession, and a portfolio to be presented to an assessment center. Unlike the alternate route described above, this does not lead to full certification.

Standards Boards

The seven-member Professional Teaching Practices Commission was reinstituted in 1992. The commission advises the SBE on licensure and recently revised the Code of Ethics.

Minority Teacher Recruitment

The Alaskan Native Teacher Scholarship Program permits districts to nominate Native Alaskans to attend and complete a teacher preparation program at an IHE. These individuals receive loans of up to $7,500 that are forgiven if they teach for five years in the district that nominated them. A central clearinghouse at the College of Rural Alaska of the University of Alaska-Fairbanks helps to place new teachers. Districts may request a list of minority teachers from the clearinghouse. Racial/ethnic identification in the clearinghouse is voluntary.

Teacher Education Review and Study

Alaska 2000 is a major, ongoing reform developed in congruence with the state commissioner of education, the State Board, and several statewide committees. Alaska 2000 efforts are geared to raising education standards and include the following components related to teacher education:

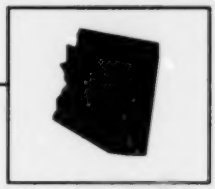
- earlier and more responsible field experience;
- education skill-testing for applicants before admission into the program;
- successful teaching under a master teacher before receiving a Type A Certificate;
- required knowledge of technology; and
- master teacher certification endorsement.

These issues will continue to be considered throughout the coming year.

Response to Violence

No state activity was reported in this area.

ARIZONA



Entrance Requirements

Arizona no longer requires students to pass a standardized test for entry into teacher education programs. The entry procedure is based on the following criteria:

- knowledge in the specific subject field;
- potential in the pre-professional skills and attitudes; and
- a broad command of general studies.

IHEs have flexibility to establish specifics for program entry. Changes in entrance requirements are designed to increase both student quality and cultural diversity and are to be fully implemented by January 1994. Several assessment tools will be used to show mastery of academic skills beyond the standard GPA: written composition, videotaped activities with young people, and alternative formats for admission with review on a case-by-case basis.

Requirements for Licensure—Regular

Upon recommendation from an approved SCDE, an individual is eligible for an eight-year, non-renewable Temporary Certificate. Within one year, the individual must complete six semester hours toward a license as well as one course or exam on the Arizona and U.S. Constitutions. (This requirement is typically met through the undergraduate teacher education program). All candidates for licensure are fingerprinted and answer questions designed to screen for a possible criminal background. There is now some discussion about moving the fingerprinting requirement to the pre-student teaching stage and to require data to be forwarded to the SCDE and the SBE.

Requirements for Licensure—Emergency or Shortage-Driven

When a district superintendent verifies that there is no qualified, licensed teacher for a vacant position, the SDE may issue an Emergency Teaching Certificate for one year to an applicant with a bachelor's degree. To reissue the credential, the district is required to verify a continued emergency. The credential-holder can be rehired if six semester hours are completed toward the qualifying standard credential, regular education or special education, and one course or exam is passed on the Arizona and U.S. Constitutions.

Requirements for Licensure—Alternative Preparation

The state offers the Alternative Secondary Certificate to applicants who:

- hold a bachelor's degree from an accredited institution;
- pass the Arizona Teacher Proficiency Exam in general knowledge;
- have a major (or 30 credit hours) in the subject to be taught; and
- pass an SBE-approved examination in that subject.

Credential holders receive 160 clock hours of initial training divided between academic instruction and introductory classroom experience. Candidates participate in academic instruction for the next 30 weeks. They do some teaching for the first 10 weeks in the classroom and then have sole responsibility for the class for the remaining 20 weeks. All training is implemented by the district in conjunction with either the SDE or a SCDE that offers an approved secondary education program. During the 30-week period, candidates receive support and are evaluated by a professional team. The district recommends a candidate for either the Temporary or Standard Secondary Certificate. Candidates must pass the ATPE in professional knowledge before the district recommends them for licensure.

Standards Boards

The seven-member Professional Standards Certification Advisory Committee is nominated and appointed by the SBE. Membership includes: an elementary teacher, a high school teacher, a principal, a district superintendent, an IHE representative, a county school superintendent, and a layperson. The committee advises the SBE on state undergraduate teacher certification programs.

Minority Teacher Recruitment

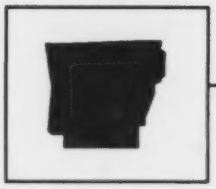
No state programs were reported in this area.

Teacher Education Review and Study

Several years ago, the governor appointed a task force which spawned the Education Reform Group (ERG). The group, comprised of business coalitions and education groups, designed a reform package, House Bill 110, which included statements on teacher education reform and site-based management. The bill did not pass. Teacher educators and others are restructuring the bill which may be considered in a special session or in the next legislative session.

Response to Violence

The legislature has authorized a task force to study school violence and present a formal report to the governor. The task force convened in late May 1993 and is slated to conclude its discussions January 1994 with its report to be presented shortly thereafter.



ARKANSAS

Entrance Requirements

To enter a teacher education program, a person must have a 2.5 GPA in prior undergraduate courses and P-PST scores of at least 170 in reading, 171 in writing, and 169 in math.

Requirements for Licensure—Regular

To receive an initial credential, prospective teachers must:

- hold a bachelor's degree;
- complete an approved teacher education program;
- have a 2.5 GPA; and
- pass the NTE professional knowledge exam (with a score of 642) and the NTE specialty area exam (with the appropriate cut score).

Upon completion of these qualifications, the person can receive the Standard Certificate, a six-year credential renewable with teaching experience. A 10-year renewable Master Certificate is also offered for those with a master's degree.

As part of Act 236, "Meeting the National Education Goals: Schools for Arkansas' Future," a task force is studying standards for teacher licensure including outcomes-based licensure. This 17-member committee, appointed by the governor in 1991, continues its work. A licensure model is anticipated before 1994.

Requirements for Licensure—Emergency or Shortage-Driven

Probationary Provisional Certificates are issued to individuals when a district verifies that it cannot find a licensed teacher to fill a position. Individuals must:

- hold a bachelor's degree from a regionally accredited IHE with a major or concentration in a teacher licensure area,
- have a 2.5 GPA (overall or in the major area of concentration),
- pass the P-PST or the GRE; and
- obtain a passing score on the NTE specialty area exam.

After receiving this credential, they must submit a Probationary Preparation Plan for courses to be taken at an Arkansas IHE. The credential may be renewed after a year if at least one-third of the deficiencies have been remediated. There may be only two renewals. Upon completing the plan with a 2.5 GPA and passing the NTE professional knowledge exam, individuals are eligible for the Standard Certificate.

Requirements for the provisional credentials may vary by circumstances, but all must complete 27.5 clock hours of inservice that is not linked to renewal. Teachers with valid out-of-state credentials or expired standard credentials, students prepared out-of-state, and those prepared by the alternative/nontraditional certification program may apply.

Requirements for Licensure—Alternative Programs

The SBE approved a program for members of the military who have a master's degree in subject areas relevant to classroom teaching to apply for an alternative teacher preparation program. Such individuals can receive a temporary certificate, provided they enroll in teacher methodology courses and the school assigns a mentor to him or her. Upon successful completion of the coursework, he or she may apply for a Standard Certificate.

Standards Boards

With the establishment of the Teacher Licensure Task Force, appointed as a part of Act 236, the Arkansas Teacher Education Certification and Evaluation Committee was disbanded. The 17-member task force, which consists of teachers and administrators from schools, is in the process of restructuring teacher licensure procedures. Subject-matter experts, higher education faculty and administrators, and public and business representatives are defining standards for what beginning teachers and administrators must know. They will also determine the assessment systems and tools to be used in evaluating teachers (both traditionally and nontraditionally prepared) and administrators. The goal is to formulate a plan for an outcomes-based licensure system.

Minority Teacher Recruitment

The third annual African Americans: Future Educators of Arkansas conference was held in November 1992. Funds from the University of Arkansas at Fayetteville, the governor's office, the SDE, and private foundations were combined to provide a minority teacher recruitment activity for high school juniors and seniors with interest in teaching.

Teacher Education Review and Study

The Teacher Licensure Task Force (see Standards Boards and Entrance Requirements) has the greatest potential for altering teacher education processes and procedures.

Response to Violence

The state legislature passed a bill in 1993 relating to suspension of drivers' licenses for individuals found guilty of violence on school property.

The 1189 Arkansas Safe School Act identifies conditions of terrorism, specifies drug-free school zones, and prohibits handguns on school property to create the safest possible school environment.

CALIFORNIA

Entrance Requirements

California requires teacher education students to meet several criteria:

- Each cohort of candidates admitted to a teacher education program must have attained the median or higher in a comparison population on one or more indicators of academic achievement, as determined by the individual institution;
- Each candidate must also take the California Basic Educational Skills Test (CBEST). However, candidates should not be denied admission to teacher preparation programs solely on the basis of test scores; and
- To advance to student teaching, candidates must pass the CBEST and verify their competence in their subject matter either by passing subject-matter exams or by completing approved subject-matter programs. (Most students attain a bachelor's degree before entering a professional teacher education program, but this is not a state requirement. Undergraduates may take teacher education courses but may not major in education.) The state has decided to use constructed response questions in each content area which requires candidates to solve problems, interpret literature, analyze social science problems, plan scientific experiments, etc. Multiple-choice questions are also used to assess each candidate's breadth of knowledge in his or her subject area.

Requirements for Licensure—Regular

California offers the Preliminary Credential and the Professional Credential. To obtain a nonrenewable Preliminary Credential, prospective teachers must:

- attain a CBEST total score of 123 (no section score may be below 37);
- verify mastery of subject matter (as described above);
- complete an approved California teacher education program;
- pass a course on the U.S. Constitution; and
- pass a special course on reading instruction.

To obtain a Professional Credential, prospective teachers must:

- successfully complete 30 credits beyond the bachelor's degree in an approved California IHE;
- pass a course in health education;
- pass a course on mainstreaming exceptional children; and
- pass a course on the use of computers and other technology in the classroom.

The Professional Credential is renewable every five years if the teacher does at least one semester of teaching and completes an individual professional growth plan that is reviewed by a local adviser. These plans must contain at least 150 clock hours of activity. Some individuals who complete fifth-year teacher preparation programs and meet all other applicable requirements receive the Professional Credential as their initial credential.

The California Commission on Teacher Credentialing (CTC) and the SDE completed a three-year pilot study of alternative induction programs for beginning teachers. Thirty-seven programs, involving 20 IHEs and 120 districts, provided different support and assessment systems to 3,000 first- and second-year teachers. A policy report on the project was presented to the legislature in March 1992. As a result of the recommendations of the pilot study, the legislature encouraged SCDEs and local school districts to collaborate in extending the length of teacher preparation by coordinating preservice programs and induction programs; and appropriated $5 million to support the induction phase of these coordinated programs.

Requirements for Licensure—Emergency or Shortage-Driven

The governor and the legislature included $2 million in the 1993-94 budget to support internship programs. The CTC will award grants to improve, expand, or create internships.

Under the District Intern Program, district internships are developed to be consistent with standards established for regular programs. If districts can show a shortage of "certified and qualified" personnel, they may hire candidates who have bachelor's degrees, passing scores on the CBEST, verified competence in their subject, and a three-week block of preservice training. Districts apply to the CTC for District Intern Certificates on behalf of the interns. The newly hired person then works with a mentor teacher, receives an annual evaluation, and takes coursework toward a Professional Credential. The state awards a Professional Credential after the candidate completes the school district's teacher education program and two years of classroom teaching.

A district may hire a person to teach any subject if it can demonstrate a shortage of credentialed personnel. Individuals hired on an Emergency Permit must hold a bachelor's degree and must have completed subject-matter courses in an accredited IHE. To renew the permit, the person must:

- be enrolled in a teacher preparation program;
- complete six credit hours of courses annually; and
- work with an experienced educator.

The state awards a Professional Credential after a candidate completes all requirements.

Requirements for Licensure—Alternative Preparation

Prospective teachers apply directly to IHEs for the University Intern Program and receive Internship Credentials if they have met the following criteria:

- have a bachelor's degree;
- passing scores on the CBEST;
- verified competence in their subject; and
- enroll in an internship teacher preparation program that is based on CTC standards.

Under the supervision of an IHE, candidates work toward a Professional Credential and teach full time. They receive the credential after they complete two years of successful teaching and the IHE's fifth-year teaching program.

The Eminence Credential allows a few exceptional individuals from other professions to teach. Districts and individuals apply for this one-year, renewable credential, which is valid only in the county in which it is issued.

Teachers with a credential from another state may teach for two years while they meet all requirements for state credentialing, including passing the CBEST and the new subject matter assessment. The CTC has discretionary authority to grant Professional Credentials to these teachers once they have met all requirements.

Standards Boards

The CTC is an autonomous board with policy-making authority on all aspects of state teacher preparation policy. It establishes credentialing requirements, conducts educational research, sets program approval standards, evaluates programs to ensure that standards are met, and administers required testing programs. Since 1988, education codes require that the CDE, the state superintendent, and the CTC keep each other informed of their initiatives.

State law specifies the following members of the CTC who are appointed by the governor:

- six classroom teachers;
- one school administrator;
- one school services person other than an administrator;
- one IHE member in teacher education;
- one representative of the state superintendent; and
- five public representatives (one of whom must be serving as a local school board member).

Those members are appointed by the governor. Four nonvoting commissioners are appointed by their respective institutions: the Board of Regents of the University of California, the trustees of the California State University, the Association of Independent California Colleges and Universities, and the California Postsecondary Education Commission.

The CTC created new subject-matter exams to increase the congruence between these exams and programs for the various subjects. Assessments in English, math, science, and history/social science were implemented in November 1991. Similar assessments in art, music, foreign language, physical education, and elementary education were implemented in November 1992.

Minority Teacher Recruitment

SB 1636, enacted in 1990 but currently unfunded, establishes the Paraprofessional Teacher Training Program. Administered by the CTC, the program will begin in 1994-95 if funded. This career ladder program provides financial assistance for books, fees, and tuition to paraprofessionals attending a community college or a campus of the California State University system and earning teaching credentials. In return, they are required to work one year in a classroom of the sponsoring district for each year of scholarship they receive. Districts will apply to participate in the program, and those selected will be required to support cohorts of paraprofessionals who will enroll in, and proceed through, SCDEs. To qualify, a district must have a population that is at least 40 percent minority and must employ at least 300 paraprofessionals. The legislation anticipated that 12 districts would be funded to work with 600 paraprofessionals. Although the legislation's primary purpose is to address teacher shortages in the state, it is also intended to diversify the profession.

School aides qualify for licensure as teacher assistants at community colleges through a category established by a 1989 law. Students entered two pilot programs beginning in September 1991 (at Mission College-San Fernando and Shasta Community College in Reading) to prepare for licensure under this category. To qualify, the applicant must pass the appropriate exam, developed and administered by CTC.

California

Teacher Education Review and Study

Based on results of a three-year study, a review panel will be chosen by the commission to examine all aspects of the teacher education policy related to induction, basic licensure, emergency licensure, alternative licensure, and licensure renewal procedures. The study team will consist of 20 to 25 education professionals representing teachers, administrators, state agencies, and teacher educators at colleges and universities. This year-long study panel will convene in fall 1993 and will look at the teacher education policies within the context of changes in California schools. Recommendations for policy changes will likely be considered by the legislature and the CTC in '95.

Response to Violence

Two years ago the California State Legislature asked the CTC to assume leadership in preparing future teachers for teaching in safer schools. A panel, involved for over one year, used focus groups in 11 counties to determine actual experiences with school violence; perceived causes of and solutions to violence; and implications for training of school personnel. The panel is preparing the focus group report.

A bill is proceeding through the legislature requiring that candidates for teaching credentials complete appropriate training in principles of school safety as governed by quality standards indicated by the commission.

COLORADO

Entrance Requirements

Applicants to teacher education programs must score at or above the 75th percentile on the CAT and must meet one of the following criteria:

- graduate in the top 50 percent of their high school class;
- achieve a minimum composite score of 820 on the SAT or 19 on the ACT; or
- maintain a 2.5 GPA in 30 hours of higher education courses.

The Colorado Commission on Higher Education maintains a 42-hour "cap" on teacher education courses (including student teaching).

Requirements for Licensure—Regular

Colorado offers two types of teaching certificates. Type A (the General Teachers Certificate) is valid for five years and may be renewed with six semester hours of credit. One may teach under a Type A Certificate indefinitely. Type B (the Professional Certificate) requires a master's degree and three years of teaching.

HB 91-1005, which passed in 1991, changes the names of certificates offered by the state from "certificates" to "licenses." The bill also mandates the development of two levels of licenses (the Provisional License and the Professional License) and a voluntary Master Certificate for teachers who hold the Professional License. This licensing system is to be put in place July 1, 1994. To change from the Provisional certificate to the Professional, a teacher will have to participate in an approved induction program with a mentor. Colorado Gov. Roy Romer appointed two professional standards boards in June 1992. These boards will have developed criteria for induction programs by 1994.

Requirements for Licensure—Emergency or Shortage-Driven

If a district can demonstrate that no qualified teacher is available for a position, it may request that an Emergency Certificate be issued to the most qualified candidate available (who need not hold a bachelor's degree). This certificate is renewable annually for up to three years as long as the individual shows progress toward licensure. Since the Colorado Alternative Preparation Program is now operating, emergency certificates will only be renewed if the employing district can demonstrate that it cannot offer an alternative preparation program.

Requirements for Licensure—Alternative Preparation

Since January 1991, HB 90-1150 charges the SBE with developing criteria for the approval of alternative teacher preparation programs provided by school districts or accredited independent schools. Candidates must:

- hold a bachelor's degree from a fully accredited institution of higher education,
- demonstrate basic competence in oral and written English and mathematics;
- be recommended by an SBE-approved IHE as having met subject-matter requirements for regular licensure and possessing the subject matter necessary for teaching in the endorsement areas; and
- agree to participate fully in the alternative teacher program.

The applicants meeting these requirements are to be issued an Alternative Teacher Certificate and engage in 225 clock hours of planned instruction and activities, which includes training in dropout prevention. Mentor teachers will supervise the candidate. A support team (composed of the mentor, the principal, and an IHE representative) will plan the content of the person's program, determine when the candidate can have control of a classroom, evaluate the candidate's progress, ensure that a significant portion of the teaching assignment of the alternative teacher is in the individual's subject area, and make a recommendation to the school district whether the candidate is eligible to receive a Standard Certificate.

School districts may charge fees to candidates to cover the costs of the program.

Standards Boards

HB 91-1005 created two professional standards boards. The Teacher and Special Services Professional Standards Board has nine members appointed by the governor with the consent of the senate. The board includes:

- four licensed teachers;
- one licensed special services provider;
- one licensed principal;
- two laypersons (one of whom must be the parent of a child currently attending public school in Colorado); and
- one faculty member of an SCDE with an approved teacher education program.

Colorado

This board advises the SBE and has the authority to study, develop, and recommend criteria for, licensure and to evaluate approved and alternative education programs, induction programs, and professional practices.

The Principal and Administrator Professional Standards Board also advises the SBE on school administrator preparation and licensure. The board is composed of five administrators, one citizen, one teacher, one college faculty member, and one parent.

Minority Teacher Recruitment

HB 90-1150 created a new fellowship program for the most promising minority candidates who are participating in alternative teacher programs in the state. Individual fellowships are $1,500.

Under the Minority Teacher Incentive Program, grants of $1,500 are available to minority teacher candidates who have been accepted into an alternate teacher program and are "promising candidates," as determined by the district. The state does not appropriate funding for this program, but rather requires the SDE to solicit funds from outside sources. The legislation limits the solicitation of funds to a maximum of $200,000 per year.

To increase the number of minorities teaching in Colorado, the state permits teacher education programs to admit 5 percent of their students under "windows" or alternative admission criteria approved by the SBE. Exit standards will be maintained.

Teacher Education Review and Study

In June 1993, the Strategic Planning Committee on Teacher Education was established by the Colorado Commission on Higher Education. The committee will take a broad look at all SCDEs with a particular focus on teacher education as it is affected by the removal of the elementary education major in Colorado. The committee is expected to complete its task with a final report in 18 months. The findings of this committee are likely to have an impact upon teacher education in Colorado.

Legislation has been passed mandating 50 chartered schools to be piloted in 1994-97. Thirteen of the 50 must be schools for at-risk students. The Chartered Schools will be free from any district/state regulations which may inhibit development of programs to meet needs of all students in a district.

Response to Violence

The Colorado Legislature has passed two bills related to providing stronger action by school authorities in dealing with and encouraging high-risk intervention units to serve disruptive students.

CONNECTICUT

Entrance Requirements

To enter a teacher education program, a person must have an interview, submit a writing sample, and pass the Connecticut Competency Exam for Prospective Teachers (CONNCEPT). However, some students may be exempted from any of the above except the CONNCEPT, unless they waive the CONNCEPT through an SAT composite score of 1000 (no less than 400 on either section) or an ACT composite score of 24. All graduates must major in the subject they plan to teach or in a special interdisciplinary major for those wishing to teach in elementary grades.

Requirements for Licensure—Regular

Candidates who have a bachelor's degree, have successfully completed an approved teacher education program, and have passed the CONNCEPT are eligible for the Initial Educator Certificate. This credential is valid for one year. During this year, individuals take part in the Beginning Educator Support and Training Program (BEST) in which a school-based mentor and a SDE-reimbursed, trained assessor evaluate the new teacher up to six times. With a satisfactory assessment, the individual is eligible for the Provisional Educator Certificate which is valid for eight years. During the eight years, the individual must gain a master's degree or 30 semester hours in a planned program in his/her teacher specialty and three years of successful teaching. With these requirements, the individual is eligible for the Professional Educator Certificate which is valid for 5 years. Ninety clock hours of continuing education is required every five years.

The BEST program currently is being evaluated with the possibility of structural change.

Requirements for Licensure—Emergency or Shortage-Driven

Superintendents who have advertised a teaching position and can find no qualified, credentialed candidate may ask the state to issue a Durational Shortage Area Permit. This one-year credential may be held by individuals who hold a bachelor's degree and is be reviewed twice provided the holder can show enrollment in a teacher education program and has taken at least nine credit hours of courses over the two years.

Requirements for Licensure—Alternative Preparation

The Alternative Route to Certification program consists of an eight-week, full-time summer program—presently hosted by Sacred Heart College—followed by two years of supervised teaching in a public school. This program, under the direction of the Department of Higher Education, is for those who wish to teach in grades four through eight or in secondary classes in English, foreign language, science, math, history, or social studies. Applicants must:

- have a bachelor's degree with a major in the teaching subject, or the minimum number of credits required for a regular endorsement in their area,
- write an essay demonstrating command of English,
- earn a passing score on the CONNCEPT,
- show proof of having registered to take the CONNCEPT,
- have experience working with children, and
- have an undergraduate GPA of at least a B or have 24 semester hours of graduate credit with a GPA of at least a B.

The latter two requirements may be waived by the commissioner of education. Students who complete the eight-week program are issued a record of completion. When they obtain public school employment, they are issued a 90-day, temporary credential. After successfully completing the 90-day probationary period, individuals are issued an Initial Educator Certificate, under which they teach for 1½ years. Like other new teachers, they must participate in the BEST program. When they successfully complete this program, they receive the Provisional Educator Certificate.

Standards Boards

The Commission on Professional Standards (CPS) consists of 17 members. Six teachers are appointed by the unions (four from the Connecticut Education Association and two from the Connecticut Federation of Teachers), and two members are appointed by SBE. One member must be a state or local administrator or higher education representative, and one member must be from the business

Connecticut

community. The remaining members are appointed by the state legislature and include at least one parent, one local superintendent, and from three to five representatives of business and industry. This group serves in an advisory capacity to the SBE, the legislature, and the governor on teacher credentialing, preparation programs, and professional development. The CPS completed a study on professional ethics and recently published and distributed a Connecticut code of educational professional ethics which has been approved by the SBE.

Minority Teacher Recruitment

The state offers the TOP (Teaching Opportunities for Professionals) program for currently employed paraprofessionals who wish to become teachers. Paraprofessionals in the TOP program work half of the school year until they complete studies toward licensure. The district pays their salary during this time and provides a substitute paraprofessional to work during the six months that the regular employee is in college. Approximately 80 percent of those participating in the program are minorities. The legislature appropriates $500,000 annually for the TOP program and requires the commissioner of education to seek private sources for the rest of the necessary funding.

Teacher Education Review and Study

The governor established the Commission on Educational Equity and Excellence. Founded in 1992, the commission has worked two years toward the goal of establishing quality and excellence for all students. The commission is focusing on increasing integration of schools across regions. Teacher educators were involved in the process, and it is likely that final outcomes will have an impact upon teacher education.

Response to Violence

No state activity was reported in this area.

DELAWARE

Entrance Requirements

Delaware permits IHEs to develop their own entrance requirements.

Requirements for Licensure—Regular

For regular licensure, candidates are required to complete both an approved teacher education program and the P-PST with scores of score 175 on reading and mathematics, and 172 on writing. The individual then receives a five-year Standard Certificate which is renewable if the person teaches the same grade for three years or takes six hours of coursework. After teaching three years in the public schools, the individual may obtain the Standard Certificate with Professional Status. The requirements for renewal of this credential are the same as those for renewal of the Initial Standard Certificate.

Requirements for Licensure—Emergency or Shortage-Driven

Anticipating a teacher shortage, Delaware began an incentive program in 1985 to prepare college-level students, teachers, and professionals outside the field of education for teaching in such shortage areas as math, science, physical science, chemistry, and computer science. Bachelor degree-seeking students interested in education were given scholarships with decreased pay-back upon teaching in Delaware. Teachers wishing to change from their area of specialty to a targeted area could apply for $10,000 stipends, a leave of absence, and tuition waivers to study in one of the identified areas of need. A program titled "People from Other Professions" provides stipends and tuition waivers to professionals with 15 credit hours of study in their field to take teacher education courses. The SBE offers courses at the college level that fulfill teacher education requirements and sponsors summer institutes; LEAs provide inservice training.

Applicants are eligible to apply for Delaware's Limited Standard Certificate after completing coursework in any of these three programs. As a result of the success of these continuing programs, Delaware does not offer an emergency or shortage-driven credential.

Requirements for Licensure—Alternative Preparation

Delaware does not offer an alternative preparation program for certification.

Standards Boards

A Professional Standards Council advises the SBE related to teacher and administrator licensure. The board consists of 21 members, including:

- eight teachers or specialists;
- two school administrators;
- one superintendent;
- one district personnel officer;
- two teacher educators from IHEs;
- one school board member;
- one parent;
- one representative from business and industry;
- one representative from the governor's office;
- one representative from the DPI; and
- two legislators.

The director of the DPI's Professional Development and Certification Division serves as the nonvoting executive secretary of the group. In addition, the deputy superintendent for instruction and the assistant superintendent for instruction serves the nonvoting ex officio members. The council currently is preparing recommendations for restructuring the process for initial licensure and license renewal.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

No state activity was reported in this area.

Response to Violence

Two legislative task force groups have held public hearings and prepared reports. Among other items, the reports recommend funding school social workers and counselors. To date, the reports are under review.

DISTRICT OF COLUMBIA

Entrance Requirements

IHEs determine entrance and exit requirements to teacher education programs. The District of Columbia Public Schools (DCPS) is considering a requirement for a 2.5 undergraduate GPA prior to entry to a teacher preparation program. The District of Columbia requires candidates to attain a score of 648 on the NTE communication skills test and a score of 70 on a test of the candidates' knowledge of the subject to be taught. In September 1993, the DCPS began use of the PRAXIS I and ETS subject-matter tests instead of the NTE tests.

Requirements for Licensure—Regular

Once individuals complete an approved program and pass the required tests, they are eligible for an Initial Certificate. With two years of successful teaching, individuals are eligible for the five-year Professional Certificate, which may be renewed with six credit hours of graduate courses or approved inservice training.

Requirements for Licensure—Emergency or Shortage-Driven

If no licensed person is available, the DCPS offers a nonrenewable permit whereby individuals may be hired for one academic year on the recommendation of an assistant superintendent. Such individuals must hold a bachelor's degree and be working toward licensure.

Requirements for Licensure—Alternative Preparation

An individual with a bachelor's degree and appropriate coursework in the area to be taught can participate in the District's Alternative Preparation Program. This program was first implemented in 1992-93.

These individuals take intensive summer programs in pedagogy prior to teaching and modules of education courses during the school year. Participants teach with the support of a mentor, a collaborative teacher, and the building principal. The program requires 18 months to complete at which time individuals are eligible for the Initial Certificate.

Standards Boards

The DCPS Board of Education regulates teacher education policy in the District of Columbia. Because the DCPS must review teacher licenses every five years, a steering committee of deans from SCDEs and selected school personnel met throughout 1991 to discuss, coordinate, and recommend changes in teacher and administrator licensure. The Board of Education gives final approval on all licenses.

Minority Teacher Recruitment

The District sponsors several efforts in teacher recruitment which result in the recruitment of minority teacher candidates. For example, children in the city may select to attend a high school with a curriculum that includes courses designed for students interested in teaching. In addition, other children may take part in one of 24 Future Educators of America (FEA) clubs organized in both elementary and secondary levels. The DCPS funds these efforts through its teacher recruitment budget.

The District also sponsors an effort to bring paraprofessionals into the teacher preparation program at the University of the District of Columbia (UDC). The District pays part of the tuition for paraprofessionals who attend UDC part-time and work in a D.C. classroom. This work counts as their laboratory experience.

Teacher Education Review and Study

The deans of the District's SCDEs meet quarterly to discuss relevant teacher education issues. The group is now considering ways to better meet the needs of the nontraditional students. There is also discussion of moving to outcomes-based teacher education.

Response to Violence

No activity was reported in this area.

FLORIDA

Entrance Requirements

To be admitted to a teacher education program, applicants must score in the national 40th percentile or above on either the SAT (a combined score of 840) or the ACT (a score of 20 on the enhanced test). Up to 10 percent of an IHE's admissions to teacher education may be individuals who do not meet these minimum requirements.

All incoming juniors in Florida IHEs are required to pass the Florida College Level Academic Skills Test.

Requirements for Licensure—Regular

To be eligible for a two-year, nonrenewable Temporary Certificate, Florida's initial teaching credential, an individual must:

- hold a bachelor's degree from an approved teacher education institution;
- pass the Florida Teachers' Certification Examination (FTCE) which includes sections on professional knowledge and subject knowledge;
- complete all specialized requirements for coverage;
- be employed;
- have a 2.5 overall GPA; and
- undergo fingerprinting.

To advance to the Professional Certificate, an individual must participate in the Professional Orientation Programs within the first two years of employment. This one-year, beginning teacher program provides a support group of experienced personnel and involves documented competencies, evaluations, performance activities, and a portfolio. (The program is adapted for experienced teachers.) After successful completion of the Professional Orientation Program, and passage of the Florida College Level Academic Skills Test, the Florida Professional Education Subject Test, and the subject-area test on each coverage on the certificate, the individual is eligible for the Five-Year Professional Certificate. This certificate can be renewed with six semester credit hours or 120 inservice training credit hours.

Requirements for Licensure—Emergency or Shortage-Driven

No programs were reported in this area.

Requirements for Licensure—Alternative Preparation

Florida offers an alternative preparation method for a nonrenewable temporary teacher certificate. Individuals must:

- have completed a bachelor's degree in the subject area in which they choose to be certified;
- have a 2.5 overall GPA; and
- be employed by a school district.

The candidate is required to participate in the Professional Orientation Program as per all beginning teachers in Florida. While holding the certificate, the individual must take the remaining undergraduate courses and meet the standards required for the Professional Certificate.

Standards Boards

On recommendation of the Commission on Education, the governor appoints and the Senate confirms the 24-member Florida Education Standards Commission (ESC). The ESC advises the legislature and the SBE on teacher recruitment, subject matter competence, clinical education, governance, accreditation, and program approval. (The SBE consists of the elected commissioner of education, the governor, the attorney general, the insurance commissioner, and other members of the cabinet.) The composition of the ESC is stipulated as follows:

- 12 teachers (at least one of whom must be an educator from a private institution and one vocational educator);
- one superintendent;
- one school principal;
- one school personnel officer;
- one teacher education inservice director;
- four citizens (two of whom must be school board members);
- three representatives from IHEs (two of whom must be deans from SCDEs and the other of whom must be employed by an independent IHE); and
- one community college administrator.

Florida

The commission revised the Principles of Professional Conduct to update information about harassment, discrimination, and reporting obligations. The report includes recommendations that training in the code of ethics be part of teacher and staff development.

The Professional Practices Service operates as a judicial arm of legal authority for those who violate the educational code of ethics and takes final action on disciplinary charges, including the revocation of certificates.

Minority Recruitment

A full-time recruiter with the SDE implements programs to encourage K-12 students to remain in school and consider careers in education. The Committee on Minority Education Recruitment sponsors an annual conference focused on minority recruitment, and the Office of Teacher Recruitment has compiled a "best-practices" manual on efforts in this area. The state also fosters Future Educators of America clubs and sponsors workshops, conferences, and handbooks for the groups.

The Chappie James Most Promising Teacher Scholarship offers college scholarships/loans of up to $4,000 per year for up to four years to high school students entering teacher education programs. Law requires that 15 percent of the scholarships go to minority students. The scholarship/loan is repayable to the state in amounts of $4,000 for every year of teaching in a Florida school.

Teacher Education Review and Study

The Commission on Education Reform and Accountability, a 23-member board representing business, parents, education, and government, has been established to guide movement toward Blueprint 2000 (CS-SB 2054 and 1504). This plan creates a new system of school improvement and educational accountability, and one of its seven goals focuses on "ensuring professional teachers and staff." The work of the commission and its subcommittees will likely have an impact upon Florida's teacher education program.

Response to Violence

No state activity was reported in this area.

GEORGIA

Entrance Requirements

The state permits IHEs to determine entrance and exit requirements; however, public IHEs conform to entrance requirements determined by the Board of Regents. To enter a teacher education program at a public or private IHE, individuals must have an undergraduate GPA of 2.5 and pass the Regents' Test (when enrolled in a public IHE). The latter is a skills test of reading and writing comprehension that all Georgia college students must take before attaining junior status. All teacher education programs in Georgia require five quarter hours or three semester hours of coursework on the identification and education of exceptional children. Reading education is required for some stipulated areas.

Requirements for Licensure—Regular

To be eligible for a Georgia teaching certificate, an individual must successfully complete an approved teacher education program and successfully score in the Georgia Teacher Certification Test (TCT), a written exam to assess knowledge in specific subjects. Meeting these requirements, an individual is eligible for the Clear Renewable Certificate that corresponds with his/her degree and special field. This certificate is renewable every five years with 10 quarter hours, six semester hours, or 10 Georgia staff development units.

Teachers new to Georgia must take the Teacher Certification Test (TCT) before or during their first year of teaching.

Requirements for Licensure—Emergency or Shortage-Driven

Three types of emergency or shortage-driven credentials exist in Georgia. Individuals who have an out-of-state credential, or graduated more than seven years prior to a possible teaching assignment and have not taken any additional courses, or wish to switch fields may apply. Requirements for each group may vary.

A Provisional Certificate can be issued to a person with:

- a bachelor's degree;
- a major in the field to be taught;
- a 2.0 GPA;
- an employing school system's request; and
- a passing score on the TCT.

This individual must affiliate with an approved teacher education institution and complete all licensure requirements within three years.

Probationary credentials are issued to individuals who already hold a teaching credential but are completing requirements to add a new field to their license and are employed in the field to be added to their credential. Emergency Certificates may be issued to individuals who have completed a teacher preparation program but have not taken coursework or practiced recently.

Requirements for Licensure—Alternative Preparation

As of July 1, 1993, SCDEs are required to provide competency-based alternative programs for teacher preparation. The Professional Standards Commission (PSC) allows wide flexibility in these programs. PSC approval of the alternative programs is determined by the SCDE's accountability and cooperative affiliation with the local school.

Standards Boards

The PSC creates and implements standards and procedures for preparing and credentialing educational personnel and for revoking licensure. It also oversees alternative preparation for licensure and requirements for cooperating teachers. Appointed by the governor, the commission consists of:

- nine classroom teachers (including at least two K-5 teachers, two middle school teachers, and two secondary school teachers);
- two school administrators;
- two faculty members from state or regionally approved SCDEs;
- two members from local boards of education; and
- three representatives of business or the private sector.

Only one of the teachers may represent private schools. Members serve three-year terms.

Minority Teacher Recruitment

The SDE sponsors an annual minority recruitment workshop for public school personnel on how to recruit minority students into teaching. Five IHEs in the state share a grant from the Ford Foundation to identify and recruit minority high school students into teaching.

Teacher Education Review and Study

The PSC is reviewing school reform and improvement projects in support of performance-based program approval for teacher education.

Response to Violence

The State Board of Education and the legislature have established a joint study commission to examine ways of confronting violence in the schools.

HAWAII

Entrance Requirements

The state permits IHEs to set their own entrance and exit requirements. Individuals who have completed a four-year teacher education program and have had two years of successful teaching in the state are eligible for the Basic Certificate. Those who have both the graduate or advanced teacher education program plus two years of successful teaching are eligible for the Professional Certificate.

Requirements for Licensure—Regular

With successful completion of an approved teacher education program and passing scores in the NTE exams, an individual is eligible for the Initial Basic Certificate (for those who have completed a four-year undergraduate teacher education program) or Initial Professional Certificate (for those who have completed a graduate or advanced teacher education program). Candidates for licensure must meet the following scores on the NTE: communications skills, 651; general knowledge, 647; and professional knowledge, 648. The state also requires candidates to pass the NTE subject-area exams.

Requirements for Licensure—Emergency or Shortage-Driven

When no credentialed teachers are available for a position, Hawaii's single school system can hire individuals who hold a bachelor's degree under temporary teaching appointments. These appointments last only for one year and individuals earn no tenure.

The RISE Program (Respecialization In Special Education) is designed to alleviate state teacher shortages in special education. The program is available to licensed teachers who want to add a special education endorsement to their teaching credentials. Begun as a pilot project in 1990, RISE allows teachers to teach and earn tenure while completing work in special education. The program is administered by the SDE in consultation with IHEs.

Requirements for Licensure—Alternative Programs

No state programs were reported in this area.

Standards Boards

The Teacher Education Coordinating Committee (TECC) advises the SBE on teacher education and credentialing. The 18-member committee is a liaison between the SDE and the SCDEs. It may offer recommendations to the SBE, but does not have final regulatory authority. Members of this group include the state superintendent, at least one representative from each IHE's teacher preparation program, and various SDE officials. Current TECC projects include examining the teacher shortage and establishing outreach certification programs.

Minority Teacher Recruitment

Universities and the state are actively recruiting minorities (which in Hawaii include Hawaiians, Samoans, and Filipinos) from Future Teachers Clubs in high schools and advising programs for minority students at the IHE. There is an affirmative action coordinator in the SDE who assists foreign-trained teachers meet state requirements.

Teacher Education Review and Study

Recent legislation requires the University of Hawaii to study the impact of teacher education programs on teacher candidates in terms of their competence and performance and to consider outcomes-based teacher education.

Response to Violence

The state superintendent has allocated resources for school districts identified with high levels of violence. Resources have been used for increased security and for staff development.

The University of Hawaii's College of Education has for several years sponsored a Mediation in the Schools program which trains students as mediators to reduce incidents of anger and violence among students.

IDAHO

Entrance Requirements

Idaho does not mandate SCDE entrance requirements.

Requirements for Licensure—Regular

Idaho awards two teaching credentials, both of which are valid for five years. The Standard Certificate requires an IHE recommendation, graduation from an approved teacher education program, and passing scores on the NTE exam (652 in communication skills, 646 in general knowledge, and 648 in professional knowledge). The Advanced Certificate holds all of these requirements, plus a master's degree and three years of teaching. Each credential may be renewed with six semester hours of credit, three of which may be approved for district in-service credit.

Requirements for Licensure—Emergency or Shortage-Driven

When a district cannot find a qualified, credentialed teacher for a position, it may ask the state to issue a Letter of Authorization to an individual with a bachelor's degree. If that individual has already started work in a teacher education program, the district can request a multi-year Letter of Authorization as long as the individual submits a plan to complete the program within three years. If those teaching under the Letter of Authorization have not already begun courses in a teacher education program, they must complete nine semester hours of such courses to be eligible for the authorization for a second year.

Requirements for Licensure—Alternative Preparation

To participate in the Secondary Field-Centered Teacher Training Program, an individual must hold a bachelor's degree with a 2.5 undergraduate GPA and have an academic major in the subject for endorsement at the secondary level. Five years must have passed since the bachelor's degree was received. Individuals must pass the NTE tests of communication skills and general knowledge and then will be issued a Teacher Trainee Certificate, which will allow them to secure a teaching position. They must take nine semester hours of pedagogy and methods before they begin teaching and/or during the first year. Internship hours are required in all four semesters (two years) of the program. A consortium is formed for each candidate consisting of the mentor teacher and one representative each from the school district, the SDE, and the participating IHE. The consortium guides individuals and determines what kind of courses they must take in the next summer. The district provides a mentor teacher for the first year and possibly for the second year. Prior to completing the second year of the internship, candidates must pass the NTE professional knowledge test. By the end of the second year, they need to complete between 26 and 30 semester hours to be eligible for the Standard Secondary Teaching Certificate.

The Consultant Specialist Certificate is available to those with a specialized background who have not had formal teacher training but are uniquely qualified in specific subject matter. These individuals may teach for only specified periods on a part-time basis.

Standards Boards

The Professional Standards Commission (PSC) advises the SBE on such matters related to teacher education and certification as the revocation and reinstatement of teaching licenses and the administration of program approval. Appointed by the SBE, the 18-member group is composed of:

- seven school teachers (including one from special education and one from counseling or another pupil personnel position);
- one administrator of K-12 special education;
- one elementary school principal;
- one secondary school principal;
- one district superintendent;
- one State Department of Vocational Education member;
- one local school board trustee;
- two public SCDE representatives;
- one private SCDE representative;
- one SDE representative; and
- one IHE arts and sciences representative.

The group continues to examine teacher testing issues. It also must report to the SBE on critical shortage areas.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

No state activity was reported in this area.

Response to Violence

In 1993, the Idaho Legislature passed the Concealed Firearms and Other Deadly or Dangerous Weapons on School Grounds Bill. This bill, urged by the SDE, made it a misdemeanor to have concealed weapons on school grounds, created a greater establishment for search-and-seizure activity, and gave clarity to expulsion action.

ILLINOIS

Entrance Requirements

IHEs follow a set of written procedures for admitting students to teacher preparation programs. Candidates must be evaluated when they enter the IHE, when they enter the SCDE, when they enter the student teaching program, and before they are recommended for initial licensure. (Criteria at each checkpoint must be more rigorous than at the preceding one.) The Illinois Certification Testing System tests candidates' basic skills and knowledge of their content area. To receive a teaching credential, students must simultaneously pass all four components of the basic skills test (reading, mathematics, grammar, and writing).

Requirements for Licensure—Regular

The state issues several types of teaching credentials, including the Standard Elementary (for kindergarten through grade nine), Early Childhood (for birth through grade three), Standard High School (for grades six through 12), Standard Special (for kindergarten through grade 12 in music, physical education, etc.), and several special education licenses. No distinction is made between initial and subsequent credentials granted to teachers in any of these areas. All standard credentials (except for administrative credentials) are valid for four years and are renewed through annual registration with a regional superintendent.

Requirements for Licensure—Emergency or Shortage-Driven

Illinois offers a Substitute Certificate when no credentialed teacher is available. A district may apply for a Substitute Certificate through the regional superintendent. Those holding this credential may only teach in place of a teacher under contract in any one school district for up to 90 days.

Requirements for Licensure—Alternative Programs

The Resident Teaching Certificate permits individuals who are enrolled in a teacher education program and have passed the Illinois Certification Testing System to serve a teaching residency under the supervision of a cooperating teacher. Under the Resident Teaching Certificate, individuals serve as salaried teachers and accumulate years toward retirement while the cooperating teacher continues to hold full responsibility for the classroom. With the successful completion of both the teacher education program and the teaching experience, individuals are eligible for regular licensure. Currently, the first group of teachers is completing this program.

Teachers for Chicago is an alternative program begun in 1992-93. Through cooperative efforts of the Chicago Public Schools and the Chicago area deans of education, 10 Chicago area schools use mentor teachers to work with interns to provide coverage for classes. An intern participates in a summer program prior to entering the classroom and within the internship period—two school years and three summers—completes the master's degree.

Legislation passed in 1993 encourages new programs to prepare nontraditional teachers. Such programs are to be developed cooperatively by the LEAs and IHEs and are to be approved by the Teacher Certification Board.

Standards Boards

Appointed by the SBE, the 19-member Illinois Teacher Certification Board (ITCB) advises the SBE on standards and SCDE program approval. The members include:

- 10 teachers;
- five IHE representatives;
- one regional superintendent of schools (representing one or more counties); and
- three public school administrators.

Members are generally nominated by their respective professional organizations. The ITCB continues to discuss alternate routes including nontraditional programs for individuals seeking alternatives to formal coursework. In addition, the group is looking at policies for special education inclusion, minority teacher recruitment, and review of clinical standards guidelines.

Minority Teacher Recruitment

The SBE and the ITCB established a requirement that by 1991, each district would have a plan to increase the number of minority teachers and staff members. The SDE has produced materials to help districts recruit minority

candidates. Each IHE is required to establish "a written recruitment plan detailing the procedures it follows in its efforts to attract students from diverse economic, racial, and cultural backgrounds to the teacher preparation programs."

The Golden Apple Scholarship Program, previously a Chicago-only program, is now open to the entire state. This program, which encourages minority students to enter the teaching profession, is supported by the Illinois Board of Higher Education.

A scholarship is available for undergraduate minorities in teacher education and another scholarship is available to women and minorities entering graduate programs in educational administration.

The Minority Scholarship is open to African American, Hispanic, Native American, and Asian American and 30 percent of the scholarships are earmarked for men. The scholarships pay an annual maximum of $5,000 for tuition, fees, room, and board. Scholarship recipients must agree to teach for at least two years at a public or private elementary or secondary school in Illinois at which at least 60 percent of the enrolled students are minorities. If a scholarship recipient fails to fulfill his or her teaching obligation, the program provides for prorated repayment of scholarship assistance over a 10-year period, with interest.

The ITCB reviews minority teacher recruitment and retention data on a yearly basis and makes recommendations to the SBE.

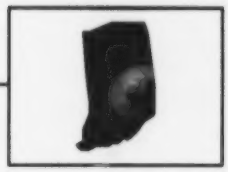
Teacher Education Review and Study

The SBE staff is completing a Policy Study Commission on Teachers' Requests for Information Regarding Efforts to Improve the Teaching Profession. This study looks at all ventures and initiatives that have affected teaching in the '80s. This encompassing study, to be prepared and presented to the SBE in June, 1993, will include recommendations for enhancement of teacher training that will have an impact on student assessment and overall school improvement.

Response to Violence

No state activity was reported in this area.

INDIANA



Entrance Requirements

To enter a teacher education program, individuals must have a 2.5 GPA on prior undergraduate courses.

Requirements for Licensure—Regular

Applicants are eligible for a Standard License after completing an approved program, receiving an IHE recommendation, and passing the required NTE core battery and specialty exams. Required scores are 653 on communication skills, 647 on general knowledge, and 646 on professional knowledge. Subject exam scores vary. Those who pass all but one of the qualifying tests are eligible for the Limited License (see below). The Standard License is valid for five years. To renew it, teachers must earn six hours of credit in their subject area or in professional education courses.

First-year teachers participate in the Beginning Teacher Internship Program. A teacher must successfully complete this internship within the first two years of employment to continue holding a regular teaching job in Indiana. The state provides $1,000 remediation fellowships for those who do not show minimal competence the first year.

A Professional License, valid for 10 years, is an optional credential available to experienced teachers. Five years of teaching experience and an appropriate master's degree are required to earn it. The master's program must include study in the professional and specialty areas. After the first 10 years, the Professional License must be renewed every five years. Each renewal requires six semester hours of credit or 90 certification renewal units (CRUs).

Requirements for Licensure—Emergency or Shortage-Driven

When an employing school district has verified an emergency need for teachers in a specialty area, the district may request that the SDE issue a Limited License. To be eligible for this credential, individuals must hold a bachelor's degree with a minimum of 15 semester hours in an appropriate subject. The credential can be renewed each year if the holder earns six semester hours in an approved teacher education program toward regular licensure.

A Limited License also is provided on a one-year, nonrenewable basis to an individual who meets all requirements for the Standard License except that he/she failed one of the required tests. Within one year, the individual must pass the test to receive the Standard License.

To increase the number of secondary school teachers in three urban districts in northwestern Indiana, three school corporations (districts), three unions, and one IHE have cooperatively set up the experimental Urban Teacher Education Program. Participants must possess a bachelor's degree (with a 2.5 GPA) and a district contract, indicate their experience in urban areas, and pass the specialty area exams for the field to be taught. Participants take six semester hours of professional education before entering the classroom, six each semester during the first year of teaching, and six the following summer. All training occurs at the school site. Participants are first issued a Limited License and are eligible for a Standard License upon completion of the training.

Requirements for Licensure—Alternative Preparation

No state programs were reported in this area.

Standards Boards

Established July 1, 1992, the Indiana Professional Standards Board has responsibility for teacher licensure, license revocation, teacher testing, and approved accreditation of teacher education programs. The new board developed its mission statement and is exploring staff development with the idea of designing a comprehensive teacher support system from preservice to career closure. The board consists of 15 members [eight teachers, three teacher educators, one parent, one principal, one school service representative, and the state superintendent of public instruction (ex-officio)]. Members are selected by the governor.

Minority Teacher Recruitment

The state-funded Minority Teachers Scholarship Fund provides renewable $1,000 scholarship/loans for Black and Hispanic teacher education students. To be eligible, applicants must have a 2.5 GPA and be an Indiana resident. Recipients who teach for three of the five years following their graduation are not required to repay the loans.

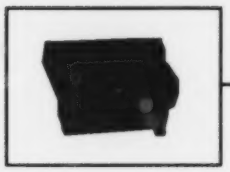
Project SET (Student Exploratory Teaching) is run by the SDE's Division of Educational Equity. This program is working to revive teacher clubs in high schools. Although the project is not specifically targeted to minorities, the program sites are in school districts with high minority populations.

Teacher Education Review and Study

No state activity was reported in this area.

Response to Violence

The Indiana Department of Education appointed a School Violence Prevention Committee composed of school personnel, law enforcement personnel, and citizens. It produced a video and brochure on gangs and their operations.



IOWA

Entrance Requirements

The state allows IHEs to determine entrance and exit requirements.

Requirements for Licensure—Regular

Iowa offers three teacher licenses. Candidates who have completed an approved program and a bachelor's degree from a regionally accredited IHE are eligible for the Provisional License. This license is valid for two years. After completing two years of successful teaching, an individual is eligible for the Educational License. This license is valid for five years and is renewable with eight renewal units comprised of teaching experience, work toward new endorsements, planned graduate work, and local staff development. A person holding the Educational License who has five years of teaching experience and a master's degree in a subject or teaching area is eligible for the Professional License. This credential may be renewed with six renewal units every five years.

Iowa is a participant in the MINKS Agreement (Missouri, Iowa, Nebraska, Kansas, and South Dakota) which allows the issuance of a two-year, regional exchange license for classroom teachers. To receive this license, applicants must complete a state-approved teacher education program and hold a valid, regular license in the state in which they completed a teacher education program. This nonrenewable license is limited to the areas and levels for which it was earned. In Iowa, the MINKS agreement applies to the Provisional, Educational, and Professional Licenses. Graduates from other states may have deficiencies to remediate before they may receive the next level of credential (i.e., the Educational or Professional License in Iowa). The MINKS agreement is not a reciprocity agreement, nor does it establish a permanent, reciprocal license.

Iowa is working on broadening the MINKS concept to allow individuals from any state with a license earned via an approved teacher education program to be considered for Iowa licensure.

The SBE is considering a rule amendment allowing favorable-person status to individuals graduating from NCATE-accredited IHEs.

Iowa Code 272.20 permits the Board of Educational Examiners "to deem national board [National Board for Professional Teaching Standards] certificate holders as meeting the requirements for Iowa teachers' licenses or endorsement." When the Board of Educational Examiners finds that these national standards meet or exceed Iowa requirements, those holding national certification will be able to gain licensure in Iowa.

Requirements for Licensure—Emergency or Shortage-Driven

The state does not offer emergency licenses. A two-year Conditional License may be requested by a district if licensed teachers are needed to teach in fields in which they are not endorsed. With this license, individuals may teach out of field while completing course requirements for the endorsement.

Requirements for Licensure—Alternative Preparation

The Board of Educational Examiners has proposed an alternative program that would be administered jointly by participating IHEs and districts. This proposal is now circulating among interested parties and a formal proposal has been filed under notice.

Standards Boards

The autonomous Board of Educational Examiners, created in 1989, handles matters of licensure and professional practice though it does not have program approval authority. The board consists of 11 members, including five teachers, four administrators, and two public members. One of the public members is the director of the SDE (or designee) and chairs the group. The group is appointed by the governor and confirmed by the state senate. In addition to considering professional practice cases, the board has developed proposals for alternative preparation for licensure and a support system for beginning teachers. Recently the board requested proposals for alterations to the licensure system. Regional licensure forums were held throughout the state for public views on desired changes in teacher education and licensure.

Minority Teacher Recruitment

No state programs were reported in this area.

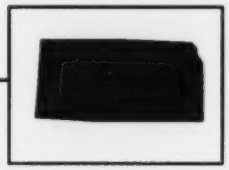
Teacher Education Review and Study

The SDE, higher education, and the Board of Educational Examiners have been involved in a two-year project to determine the proficiencies which prospective teachers need to know and demonstrate when completing an approved Iowa teacher education program. This study committee is continuing its work.

Response to Violence

No state activity was reported in this area.

KANSAS



Entrance Requirements

The state does not stipulate entrance or exit requirements for teacher education programs. However, all IHEs require candidates for junior-year admission to a teacher education program to have at least a 2.5 GPA and P-PST scores of at least 172 for mathematics and 172 for writing.

The Teaching and School Administration Professional Advisory Board (TSAPSAB) is developing new requirements for admission which should be implemented in fall '95.

Requirements for Licensure—Regular

To receive the Kansas Initial License, a candidate must:

- have a 2.5 overall GPA on undergraduate work;
- complete a state-approved program in the subject or field of endorsement;
- attain a score of 642 on the NTE professional knowledge test; and
- earn the following scores on the P-PST: 168 in reading, 168 in mathematics, and 170 in writing.

Individuals must complete study requirements within the six years before they apply for a license. This initial license is valid for four years and can be renewed with either a three-year or five-year credential.

Teachers must teach for two years to be eligible for the Five-Year License. Those who have not met this requirement, are eligible for the three-year requirement. An additional requirement for the Five-Year License is for the applicant to either take eight semester hours of coursework or four semester hours of coursework plus comparable staff development work.

Requirements for renewal of the Five-Year License depend upon the degree held by the candidate. Individuals with a bachelor's degree can renew with 160 inservice points or eight upper-division credits. Individuals with an advanced degree may renew the five-year credential with 120 in-service points, six upper-division credits, or any equivalent combination of the two. Individuals with a master's degree are eligible to renew the Five-Year License twice on the basis of their teaching performance provided they have taught three years under their most recent certificate.

Kansas is a member of the MINKS agreement (Missouri, Iowa, Nebraska, Kansas, and South Dakota) which allows the issuance of a two-year exchange credential for classroom teachers. Applicants must complete a state-approved teacher education program and hold a valid regular credential in the state in which they completed a teacher education program. This credential is renewable only if the teacher meets requirements for the Standard Kansas Certificate.

Requirements for Licensure—Emergency or Shortage-Driven

A Provisional Endorsement is available to candidates in specified areas. These endorsements are valid for a specified number of years and renewable only with continued professional study in an approved teacher preparation program.

Requirements for Licensure—Alternative Programs

Candidates for the Kansas alternative preparation program must hold a bachelor's degree, have a job offer from a school district, and participate in a program established by an approved teacher education institute. The program begins in the summer, involves prescribed courses and an internship through the school year, and ends with a second summer of courses.

Standards Boards

The SBE appoints the Teaching and School Administration Professional Standards Advisory Board to conduct reviews of teacher education and credentialing. The TSAPSAB has 21 members who advise the SBE. These members must include the following:

- 10 teachers (including one each from vocational education, special education, and a non-public school);
- three principals (one each from elementary, middle, and secondary school);
- four administrators (one superintendent and one administrator from vocational education, special education, and a non-public school);

- one public IHE representative;
- one private IHE representative;
- one PTA member; and
- one local school board member.

Public and private IHE representatives have voting rights on the TSAPSAB, but the PTA member and the local school board member do not. The board is now considering the development of a teacher education reform package to correspond with the outcomes-based education within the school system. Subcommittees for this endeavor are expected to be developed in fall 1993.

Minority Teacher Recruitment

The SDE assists LEAs in establishing chapters of the Future Educators of America club. Some of these chapters will focus on recruiting minority students into the profession. Legislation to amend the Kansas Teacher Scholarship Program, which offers $5,000 per year to teacher candidates in Regents IHEs, passed in 1991. This proposal requires that minority teacher candidates receive "all due consideration" when they apply for scholarships. However, this legislation does not set aside any amount or percentage of the scholarship monies for minority teacher candidates, nor does it require that such candidates receive any special consideration. Such scholarships are distributed on the basis of ACT scores, high school GPA, and class rank to individuals who will teach in disciplines determined by the SBE as "hard-to-fill." Individuals receiving such awards must teach in Kansas schools one year for each year of award they receive.

Teacher Education Review and Study

Reform efforts by the TSAPSAB highlighting outcome based teacher education should begin in autumn 1993 (see Standard Boards).

Response to Violence

No state activity was reported in this area.

KENTUCKY

Entrance Requirements

Kentucky specifies both entrance and exit requirements for teacher candidates. To enter a teacher education program, candidates must:

- score at least 19 on the ACT, 21 on the enhanced ACT, or an equivalent of 12.5 on each of the subtests of the Comprehensive Test of Basic Skills (The state does not accept SAT scores.);
- have a 2.5 GPA on undergraduate work; and
- have an interview.

An admissions committee at each SCDE judges candidates on the following criteria:

- total academic record;
- skills in written and oral communication, reading, writing, and math computation;
- record of preprofessional courses;
- commitment to profession;
- human relations skills;
- letters of recommendation;
- ability to work with children of diverse backgrounds and abilities; and
- other criteria indicating potential for becoming successful professional educators.

To exit a program, candidates must attain the following minimum scores on the core battery of the NTE: communication skills: 646, general knowledge: 643, professional knowledge: 644. They also must take an exam in their specialty area.

Requirements for Licensure—Regular

After applicants complete an approved program and meet the above requirements, they receive a statement of eligibility that is valid for four years. On confirmation of employment, they receive a one-year Provisional Certificate. During their first year of teaching, they enroll in a one-year Kentucky Teacher Internship Program. If they successfully complete their internship, the Provisional Certificate is extended for four years. After that, the credential may be renewed every five years. For the first five-year renewal, individuals must complete 15 semester hours of graduate credit. For the second five-year renewal, they must complete a master's degree or a nondegree, planned fifth-year program. Each subsequent five-year renewal requires three years of teaching or six additional semester hours of graduate credit.

To earn the more advanced Standard Teaching Certificate, teachers must complete a master's degree or fifth-year program that includes 12 semester hours of professional education designed for a particular grade level and 12 semester hours to strengthen their subject-area knowledge.

Up to five days per year are available for professional development within local schools and funds are provided for teacher staff development through local systems, consortia of schools, or regional service centers. These professional development activities are often delivered by teacher education faculty.

Plans are underway to develop a performance-driven licensure system. General outcomes are in the draft stage and subject-area outcomes for math and science studies will be determined next. The committee working on teacher education outcomes, under the auspices of the Educational Professional Standards Board, has a deadline of June 1996.

Requirements for Licensure—Emergency or Shortage-Driven

When no licensed teacher is available, a district may request that an Emergency Certificate be issued to an individual with a bachelor's degree and a GPA of at least 2.5. Tto teach under this credential for a second year, individuals must complete six credit hours toward a credential (or more if they are working in special education).

Requirements for Licensure—Alternative Preparation

One or more districts and an IHE may offer an alternative program. (When a district wishes to create a program, it must contact an IHE; however, if the IHE refuses to participate, then the district can implement the program alone.) After the proposal is approved by the Educational Professional Standards Board (EPSB), the district must appoint a four-member professional support team chaired by the school principal. The team includes an experienced teacher, an IHE faculty member, and an instructional supervisor. Each team member must complete training prescribed by the EPSB and pass a final examination. To enter the program, teacher candidates must pass a district screening process. They also must hold a bachelor's degree with a 2.5 overall GPA and either a 30-hour major in, or five years' experience related to, the subject they will teach to enter the program. These individuals hold a one-year Provisional Certificate.

All alternative programs must have three phases:

- Candidates must first complete a full-time seminar and practicum of approximately eight weeks before they may teach. The seminar and practicum must include but are not limited to an introduction to basic teaching skills through a supervised teaching experience and an orientation to the policies, organization, and curriculum of the district.
- In the second phase, candidates spend one-half of their time teaching under supervision. They are visited and critiqued by the professional support team at the end of the fifth, 10th, and 18th weeks. Candidates spend the other half of their time during this phase receiving formal instruction.
- In the third and final phase, a candidate must spend 18 weeks in full-time supervised teaching. Instruction continues during this time, and the candidate is critiqued at least once each month. Individuals in the alternative programs must pass the required NTE exams to renew the Provisional Certificate. They then enter the Kentucky Teacher Internship Program and complete the induction year.

Standards Boards

The Education Professional Standards Board (EPSB) sets requirements for teacher certification/licensure and for the evaluation of teacher education programs. The ESPB maintains data on employment trends and submits reports on these to the governor and the Legislative Research Commission. Thirteen of the 15 members are appointed by the governor:

- eight teachers (representing elementary, junior high, senior high, special education, and secondary vocational classrooms);
- two school administrators (one of whom must be a principal);
- one representative of a local board of education;
- two deans of SCDEs;
- the chief state school officer (ex officio); and
- the executive director of the Council on Higher Education (ex officio).

Most recently, the EPSB reviewed the overall teacher licensure structure, considered certification for teachers of severely and profoundly handicapped students, promulgated rules for alternative certification, and established procedures for developing performance outcomes for teacher education.

Minority Teacher Recruitment

HB 940 states that "The [EPSB] board shall study the problem of the declining pool of minority teachers in the Commonwealth and submit recommendations for increasing the number of minority teachers to the 1992 regular session of the General Assembly." To this end, in 1992, the legislature appropriated $400,000 to assist in minority recruitment procedures. Activities include:

- providing scholarships for minority students;
- hiring of a coordinator of recruitment practices at the SDE; and
- funding workshops at several universities to encourage junior college students to consider teaching.

Teacher Education Review and Study

KEPSB adopted procedures for program approval which requires all teacher education institutions to develop and implement continuous assessment of students' knowledge and performance throughout the program.

The Kentucky Internship (KTIP) and all program standards will be revised to meet the knowledge and performance standards adopted by the KEPSB. The first set of expected outcomes/standards,"New Standards for Kentucky Teachers," are general and must be a part of all teachers' knowledge and performance. The board's four other committees are working on specific standards for math, social studies, science, and special education. New performance knowledge standards are also being developed for principal, supervisor, superintendent licensure, assessment, and internships.

Response to Violence

The state attorney general has filed a bill to strengthen laws against bringing weapons on school grounds.

LOUISIANA

Entrance Requirements

State requirements for entrance into teacher education programs include scores on the NTE of at least 644 on general knowledge and 645 on communication skills and a 2.2 undergraduate GPA. Each year, 10 percent of teacher education students entering a SCDE may be admitted without meeting the testing requirements; however, they will need to meet these requirements for licensure.

Requirements for Licensure—Regular

In 1991, Louisiana suspended the evaluation-linked credentialing system implemented in 1990 and returned to the A, B, and C certificates. To receive the Type C Certificate, an individual must successfully complete a teacher education program, earn a score of at least 645 on the professional knowledge component of the NTE, and earn passing scores on the area of specialty. A Type C Certificate, valid for three years, can be upgraded to a Type B Certificate by teaching three years in the area of certification. This certificate is valid for life if an individual teaches at least one semester every five years or takes six semester hours of college credit. A Type C Certificate can be renewed at the request of the school system or with six semester hours of college credit.

Type B Certificates can be upgraded to Type A certificates after teaching in the area of certification for 5 years and earning a master's degree.

Requirements for Licensure—Emergency or Shortage-Driven

An individual holding a bachelor's degree with an overall GPA of 2.5 may be admitted to the Post-Baccalaureate Alternative Certification Program, an alternative program for licensure in K-12 and special education. All IHEs are required to offer the program in some form. The individual's transcript is evaluated by the participating IHE, and the IHE prescribes courses to remediate the person's educational deficiencies. Districts may employ these individuals only if there is no licensed teacher available. Once they have completed the program and passed the required NTE examinations, they are eligible for certification. Post-baccalaureate scholarships of up to $4,000 over a two-year period for individuals in this alternate route are available from the state. These scholarships may be repaid through teaching.

Temporary Certificates may be issued at the request of a non-public school for individuals who are not licensed to teach in an area. This includes licensed individuals teaching out of their field as well as individuals participating in the Post-Baccalaureate Alternative Certification Program. The credential is issued on an annual basis and may be renewed with six semester hours of college credit. Public school systems may make temporary teaching assignments on a yearly basis rather than ask the SDE to issue Temporary Certificates. Local systems must adhere to the same regulations and criteria used by the SDE in issuing such credentials, with the following exception: People hired to teach who do not hold a regular Louisiana teaching credential must attain the appropriate scores on the NTE and be eligible for admission to an approved Louisiana teacher education program.

Requirements for Licensure—Alternative Preparation

No state programs were reported in this area.

Standards Boards

The Advisory Commission on Teacher Education and Certification advises the Board of Elementary and Secondary Education on teacher education and credentialing. The members include representatives from teacher groups, universities, and school districts; and the director of the Louisiana Certification Bureau (an ex officio member.)

Minority Teacher Recruitment

A commission was formed in 1990 to study all aspects of teacher shortages particularly shortages among minorities. Findings and recommendations were submitted but no formal action was taken based on financial limitations.

The state-funded Education Majors Scholarship Program continues to provide $1,000 per semester for up to eight semesters for individuals in teacher education programs. Recipients must pay back the scholarship by teaching in Louisiana for four years. Legislation passed in 1990 requires that special minority recruitment efforts be made for this program.

Teacher Education Review and Study

No state activity was reported in this area.

Response to Violence

No state activity was reported in this area.

MAINE

Entrance Requirements

Maine does not stipulate standards for entrance into teacher education programs; these are left to the discretion of the IHEs.

Requirements for Licensure—Regular

Candidates for a teaching credential must:

- score a minimum of 656 on communication skills, 648 on professional knowledge, and 649 on general knowledge subtests of the NTE;
- complete an approved program or submit their transcript to the licensing office for analysis; and
- complete at least one course on mainstreaming exceptional children.

Upon meeting these requirements, individuals are eligible for the two-year Provisional Certificate.

Holders of Provisional Certificates teach for two years with the guidance of a support team comprised of three peer teachers employed, certified, and trained in clinical supervision prior to selection for the support team. At the end of the second year of teaching, the district support system may recommend to the SDE that individuals receive the Professional Certificate, the next level of licensure. This credential may be renewed every five years if the holder earns six hours of locally approved credit.

The state awards Master Teacher Certificates to Professional Certificate holders who have at least two years of classroom experience and demonstrate involvement in curricular and professional development activities. Teachers seeking the Master Teacher credential have a support team that assists in the development and completion of an action plan. The renewal process for Master Teacher Certification is the same as that for the initial Master Teacher Certificate.

Requirements for Licensure—Emergency or Shortage-Driven

When no licensed teacher is available, LEAs ask the state to issue a Conditional Certificate. Candidates must hold a bachelor's degree in one of the liberal arts and sciences from an accredited IHE and must have completed a major or 36 hours in their teaching field to be issued the credential. A support team assists the new teacher.

Before this credential can be re-issued for one year, applicants must:

- take at least six hours of relevant coursework;
- receive a recommendation from the district; and
- score a minimum of 656 on communication skills and 649 on general knowledge subtests of the NTE.

Throughout the teacher's second year of teaching, a support team observes and assists the teacher. The candidate's transcript is reviewed for the necessary professional education courses and the professional knowledge subtest of the NTE. Individuals who have taught for at least two years under the Conditional Certificate need not meet the student teaching requirement (six credit hours). The district support system recommends to the SDE whether the candidate should receive a Professional Certificate.

Requirements for Licensure—Alternative Preparation

No state programs were reported in this area.

Standards Boards

No standards board exists in this state.

Minority Teacher Recruitment

Recruitment of minority teachers is conducted at regional recruitment conferences.

Teacher Education Review and Study

The SDE has awarded three grants to study outcomes-based education programs aimed at preparing individuals for initial certification.

Response to Violence

No state-sponsored activities were reported in this area.

MARYLAND

Entrance Requirements

The state has no requirements for entrance into regular teacher education programs; these are determined by the institutions.

Requirements for Licensure—Regular

To be eligible for an initial license in Maryland, candidates must:

- complete an approved teacher education program;
- earn the following scores on the NTE core battery: 645 in general knowledge, 648 in professional knowledge, and 648 in communication skills; and
- take the subject exam of the NTE (cut scores vary by area).

The initial credential, the Standard Professional Certificate, is valid for five years. It is renewable one time if the holder participates in six semester hours of coursework or a comparable state-approved staff development activity. The teacher must teach at least three years and earn a master's degree or the equivalent to be given the Advanced Professional Certificate. This license is valid for 10 years; no new requirements must be met to renew it.

The SDE submitted a plan to the SBE for new requirements for the Advanced Professional Certificate. The board approved the plan in concept and is incorporating it into state education policy. Under the plan, teachers proceed through three phases of work and continued study to attain the professional credential. Thirty credits of coursework are required over a maximum of 12 years. Twenty-one of the 30 credits are in teaching subject areas related to the person's present or future assignment.

The first phase lasts one to three years. During this time, the teacher must:

- take nine credits of coursework determined by the principal's assessment of the teacher's performance;
- perform satisfactorily on the Maryland Classroom Observation Instrument or a local instrument "judged to be its equivalent";
- develop a professional education plan in consultation with the principal, department head, and the teacher's supervisor; and
- develop a professional portfolio.

During the second phase (career path/preparation and concentration), the teacher must:

- maintain a professional portfolio;
- earn a minimum of six credits every three years in courses related to his or her current field; and
- implement the professional development plan or a modification of it by mutual agreement between the teacher and the principal.

These requirements are met when the applicant completes 30 credits of coursework in a maximum of 12 years. Twenty-one of the 30 hours must be related to areas of the person's present or future teaching assignment.

During the third phase (career enhancement), from year 13 on, the teacher must document evidence of his or her overall performance and have advanced professional experiences (e.g., be a mentor, do clinical supervision, take graduate studies).

Once a person completes these three phases and earns the Advanced Professional Certificate, it would be valid for five years.

Requirements for Licensure—Emergency or Shortage-Driven

If a district cannot find a qualified, credentialed individual for a position, the district may request the issuance of a Provisional Certificate to hire an individual for the position. As long as the individual completes six credit hours toward a regular credential each year, the credential may be renewed until the individual meets credentialing requirements. In addition, a superintendent has the ability to waive any requirements for licensure for a teacher candidate.

Requirements for Licensure—Alternative Preparation

The Resident Teacher Certificate Program is open to an individual with:

- a bachelor's degree in a K-12 field;
- a B average in the major;
- passing scores on the NTE general knowledge;
- communications skills;

- specialty-area subject exam; and
- a contract with an employing district for a K-12 teaching position.

Candidates must take 90 clock hours of designated professional education. After completing these 90 hours, the candidates teach under a one-year Resident Teacher Certificate. (This credential may be renewed for an additional year.) Candidates teach with support from a supervising teacher/mentor. They may take additional coursework if required by the local superintendent of schools, but these courses are not state-mandated. By the end of the program, the candidate must pass the professional knowledge examination of the NTE to become eligible for the Maryland Standard Professional Certificate. From summer 1992 to June 1993, approximately 150 individuals completed such programs operating in Baltimore City and Frederick County.

The state allows SCDEs to propose alternative teacher preparation programs. Individuals enrolled in such a program must complete it before teaching.

Standards Boards

The SBE appoints members of the Professional Standards and Teacher Education Board (PSTEB). The board has the authority to enact requirements regarding teacher licensure, but the SBE has 60 days to override decisions made by the PSTEB. (Seventy-five percent of the SBE members must vote for the override.) The board has 25 members:

- the state superintendent of schools;
- eight public school teachers;
- one nonpublic school teacher;
- six teacher educators;
- four public school administrators or supervisory staff members;
- two nonpublic administrators or supervisory staff members; and
- three lay members (one from a local board of education).

The governor appoints members from lists provided by professional groups. Currently the board is considering new certification tests, revision of the credit account approach to certification, and revision of the legal definition of "teacher misassignment."

Minority Teacher Recruitment

Until July 1, 1991 a full-time Minority Teacher Recruitment Specialist at the SDE worked on implementing an action plan developed by the state superintendent's Task Force on Recruitment of Minorities to Professional Staff Positions up until July 1, 1991. At that time funding for the position was withdrawn. The recommendations of the plan include strengthening Future Teachers of America clubs and encouraging community colleges, IHEs, and districts to collaborate in helping minority students at community colleges enter and complete collegiate-based teacher education programs and find employment. The Task Force completed a survey on the supply and demand for teachers in the state and is drafting a final report.

Teacher Education Review and Study

The Maryland Higher Education Commission appointed a task force to review teacher education. Recommendations from the Commission were issued in autumn 1992. The task force recommended a single model for preparation of all teachers consisting of the following major components: candidates must hold a bachelor's degree in liberal arts, participate in a one-year professional development/clinical experience, and attain a master's degree. Several design teams have been selected to further consider the commission's recommendations with group work beginning in fall 1993.

The University of Maryland System carried out a study of teacher education within the system. The report, slated for fall 1993, is expected to recommend ways to enhance the liberal arts program and field-based teacher preparation.

A recent higher education activity included the formation of a vision statement for all campuses in the Maryland state system. One segment of the statement included a recommendation for greater collaboration among system institutions.

Response to Violence

In April 1993, a "Conference on Violence in Schools" was held in Columbia, Maryland. The event was sponsored by the SDE, and the focus was on teaching peaceful resolutions to conflict. The conference was overbooked with approximately 300 individuals unable to attend. There is discussion of replicating it.

MASSACHUSETTS

Entrance Requirements

Entrance requirements for teacher education are set by individual IHEs.

In October 1994, new SBE regulations will require candidates to have an undergraduate major in an academic discipline or an interdisciplinary major as established by the department(s) of the academic discipline.

Requirements for Licensure—Regular

1994 regulations will establish two teaching credentials, the provisional and the permanent. After completion of an approved teacher education program, individuals will be eligible for a Provisional Certificate. Teachers will be required to earn a Permanent Certificate within four years after obtaining the Provisional Certificate. The Permanent Certificate requires a master's degree that includes courses in an arts and sciences discipline, courses in education, and clinical experience. It is a lifetime credential.

Currently there is discussion of required continuous certification—that is, renewal every five years.

Requirements for Licensure—Emergency or Shortage-Driven

When a district cannot find a licensed teacher for a position, it may apply for a waiver. This waiver permits the district to hire for one year an individual who holds a bachelor's degree. The waiver may be renewed as long as the individual shows substantial progress toward completing the courses required for licensure. This waiver typically applies to areas of special need or bilingual programs.

Requirements for Licensure—Alternative Preparation

An applicant can attain a teaching license either by receiving an Apprentice Teacher Card or appearing before a Certification Review Panel. Bachelor's degree holders with at least 30 credits in the area to be taught may obtain an Apprentice Teacher Card from the SDE. To validate the card, apprentices must agree with the employing district and the teacher preparation institution on a plan to complete requirements for a teaching credential within two years. Apprentices can teach in a public school during this period.

An applicant for alternative licensure with at least five years of professional experience may submit a portfolio for review by the 12-member Certification Review Panel. If the portfolio is approved, the panel establishes a program plan for the individual's coursework. Neither of these alternative preparation programs is used extensively.

Standards Boards

Credentialing requirements are established by the SBE with the recommendation of the commissioner of education. Any recommendation for change in the credentialing requirements is reviewed by the Massachusetts Advisory Commission on Educational Personnel, which must present its recommendation to the SBE. The 21 members of the commission are appointed by the SBE, and at least one-third of the members must be teachers from public or private schools. The commission is currently working to accommodate the proposed 1994 regulations.

Minority Teacher Recruitment

The SDE provides conferences aimed at encouraging high school students, particularly minorities, to consider education careers.

Teacher Education Review and Study

A legislative education committee currently has two versions of an education reform bill. Both versions have provisions that could affect teacher education requirements by providing greater flexibility.

Response to Violence

Pending legislation would automatically convey more authority to local administrators to keep students with records of weapons/violence out of school. Hearings have been held and there appears to be a positive response.

The SBE recently adopted recommendations for schools regarding prevention of harassment and violence including social and sexual harassment that might lead to violence. This will eventually become part of the Safe School Packet to be distributed to all schools.

MICHIGAN

Entrance Requirements

Michigan does not stipulate entrance requirements for teacher education programs.

Requirements for Licensure—Regular

To earn Michigan's initial teaching credential, the Provisional Certificate, individuals are required to complete an approved teacher education program with a 2.0 average or better, and complete the general component and subject-matter areas on the Michigan Basic Skills Test. Elementary and secondary teacher candidates must complete six and three semester hours, respectively, in teaching reading.

The Provisional Certificate is valid for six years and credentials the teacher for either of two levels. The elementary credential is valid for all subjects in kindergarten through grade five, but only in a teacher's subject areas in grades six through eight (except when the teacher is assigned to a self-contained class). The secondary credential is valid for subject areas of specialization in grades seven through 12. Individuals with the Provisional Certificate, three years of successful teaching experience, and 18 semester hours of courses beyond the provisional level are eligible for the Professional Education Certificate. This credential expires after five years and is renewable if the holder completes six semester hours of study, 18 CEUs, or any equivalent combination during that period.

The state's certification code requires teachers to have at least 30 semester hours in their major, 20 semester hours in their minor, and 18 semester hours in professional education, of which six semester hours must be in student teaching.

Requirements for Licensure—Emergency or Shortage-Driven

A district can hire unlicensed individuals with no background in education to teach certain subjects if the district can show that no licensed teachers are available. Typically, such subjects are chemistry, computer science, foreign language, mathematics, physics, and robotics. Individuals must hold a bachelor's degree in the subject to be taught. While these individuals teach, they must work toward licensure. There is no timeframe within which they are required to complete work towards licensure.

When a district is able to demonstrate that there is a shortage of licensed teachers, it may request a Full-Year Special Permit to hire individuals who have completed 120 semester hours of satisfactory college credit, including 15 semester hours of professional education courses. The permit is valid for teaching in the grade(s) or subject(s) specified until the end of the school year for which the permit is issued. The permit may be renewed if the holder completes six semester hours of credit toward a regular teacher's license. When individuals with these qualifications are not available, the SBE, with recommendation of a superintendent, may issue a permit for a person with "reasonable qualifications when failure to authorize the permit will deprive children of an education." Such a credential may be issued for a specific period; the credential cannot be used to supply schools with teachers during a labor dispute.

Requirements for Licensure—Alternative Preparation

A concept paper was presented to the SBE proposing a plan for Michigan's Alternative Routes to Teacher Education. This plan focuses on collaborative efforts of the Michigan Department of Education, local districts or consortia of districts, and IHEs with approved teacher preparation programs, and appropriate teacher bargaining organizations. A key concept in the plan is its broad definition of "shortage" as it refers to minority, gender, and subject area which is to be identified by the district and verified by the other collaborative partners. The SBE is currently considering implementation of the proposal.

Standards Boards

Two groups are involved in developing standards for teacher education and licensure. The SBE appoints members to the Periodic Review Council (PRC), which monitors the implementation of standards in teacher education programs. The PRC members represent several education groups, including IHEs, teacher and principal associations, and school boards. Recently, the PRC studied standards for teams that visit and examine teacher education programs.

Michigan

The Professional Standards Commission for Teachers (PSCT) advises the SBE on teacher education policy in the state. The group has 15 members:

- 10 teachers;
- two IHE representatives;
- one school administrator;
- one LEA board member; and
- one public representative.

The PSCT recently examined specific credentials, such as those for teachers of a second language, and credentials for middle school certification. The commission has developed a paper on standards for mentors including a plan by which mentors can gain credit for their work with novice teachers. The SBE has not yet responded to the paper.

Minority Teacher Recruitment

The state-sponsored Michigan Urban Teacher Program fosters partnerships between two-year and four-year institutions to develop programs to increase the number of minority students in teacher education programs. From that effort, an urban teacher institute was established by Eastern Michigan University, Wayne State University, and Wayne County Community College. This program identifies minority students in two-year programs and encourages them to enter teacher education programs. Eastern Michigan University has a relationship with local teachers' unions such that when EMU students reach late junior or senior status, they may be paid a minimum wage and work as substitute teachers in the Detroit area schools. A similar effort is taking place between Eastern Michigan University and Oakland County College.

The SDE's offices of minority equity is attempting to establish statewide partnerships to:

- recruit minorities into teaching;
- help minority students in teacher education programs to remain in schools to graduation;
- help locate suitable teacher placement for minorities, and
- survey credentialed minorities who are working in fields outside education.

The office published a directory of minority graduates in Michigan seeking employment in teaching.

Teacher Education Review and Study

No state activity was reported in this area.

Response to Violence

No state activity was reported in this area.

MINNESOTA

Entrance Requirements

Minnesota requires students to take the P-PST before entering a teacher education program. At this entry stage the test is not used as a screening device. However, the state asks that SCDEs have procedures in place to assist those students with low scores. Students must pass the test with minimum scores of 173 in reading, 172 in writing, and 169 in mathematics to receive their license.

Requirements for Licensure—Regular

Once students complete an approved program (which includes training in human relations, P-PST scores of 173 in reading, 172 in writing, and 169 in mathematics, and the recommendation of the preparing IHE), they are eligible to receive the Initial License, which is valid for two years. With one year of teaching, license-holders are eligible for the Continuing License, which is valid for five years. A teacher must complete 125 clock hours of continuing education for each renewal of the license.

Requirements for Licensure—Emergency or Shortage-Driven

When a district cannot find a qualified, licensed teacher for a teaching position, it may request a one-year Limited License from the state to hire a person with a bachelor's degree and "significant coursework in the area to be taught." This credential may be renewed if the person earns eight quarter hours in a teacher education program.

Requirements for Licensure—Alternative Preparation

The Alternative Preparation for Licensure program permits applicants to enter a nontraditional teacher education program if they have a bachelor's degree, a major in their subject area or five years' experience in a field related to that subject, passing P-PST scores, documented experience with children, and an employment contract from a district.

Once admitted to the program, candidates receive an Alternative Teacher Preparation License, which permits them to accept a teaching assignment upon completing 20 days (100 hours) of training by the district. While teaching under supervision, the candidate is supported by a three-person team (consisting of a mentor teacher, a school administrator, and an IHE faculty member) that provides instruction, coaching, and evaluation. This group recommends the candidate for licensure. After completing this one-year program, individuals will be eligible for the Initial License.

Standards Boards

The 11-member Minnesota Board of Teaching (MBT) is appointed by the governor and has autonomous authority to establish licensure, entry, and exit standards. The board also approves teacher education programs. Stipulated by law, the MBT must include six teachers, one principal, one SCDE faculty representative, and three lay members. The MBT is developing an assessment system for beginning teachers to include assessment of basic skills and content knowledge at the entry point and a performance assessment after one year of teaching. The board also is working with a pilot project for the internship year.

Minority Teacher Recruitment

Minnesota's efforts in minority teacher recruitment center on incentive grant programs. Since 1989, grants have been provided to districts to pay salaries of minority teachers new to Minnesota. In addition, the state will offer grants to interest minorities in teaching through the Alternative Preparation for Licensure Program. The MBT provides $2,500 a year for two years to minority candidates who enter the program, provided that they teach in the same district for a second year.

Legislation passed in 1991 expands a 1988 program that provides grants to prepare Native American teachers. Grants will be awarded to four sites which partner IHEs and districts. Prospective teachers must matriculate in one of the four teacher education programs to receive the scholarship and then must teach in Minnesota to have their repayable scholarships forgiven. One-fifth of the loan is forgiven for every year the individual teaches.

Teacher Education Review and Study

In February 1992, the *Report on Teacher Preparation and Licensing* was generated by the Minnesota Board of Teaching. This comprehensive report on restructuring teacher preparation and licensure included recommendations for year-long internships for new teachers, professional development schools, and cohort groups of interns. The recommendations were not funded in the 1993 legislative session.

Response to Violence

The Task Force on Professional Education, formed by the Higher Education Board at the request of the legislature, presented a report about violence and abuse to the legislature. The report examined the adequacy of curricular attention given to violence and abuse management in such professions as teaching, nursing, and social work.

MISSISSIPPI

Entrance Requirements

To enter a teacher education program, candidates are required to have a 2.5 GPA in the general education core program, and scores of 651 and 646 respectively on the NTE communication skills and general knowledge tests.

The *Mississippi Certification Manual*'s Standard 10 imposes caps on the number of undergraduate education course hours—a 15-hour minimum, secondary education and 21-hour minimum, elementary education (excluding clinical hours).

Requirements for Licensure—Regular

To receive a teaching credential, candidates must have the following scores on NTE exams: communication skills, 651; general knowledge, 646; and professional knowledge, 649. Cut scores on the NTE subject exams range from 510 to 610.

When individuals complete an approved teacher education program, they are eligible for a Provisional Certificate. This one-year credential may be renewed twice provided the teacher possesses the minimum on-the-job skills measured by the Mississippi Teacher Assessment Instruments (MTAI). A teacher must master at least nine of the 14 skills by the end of the first year of teaching, 11 by the end of the second year, and all 14 by the end of the third year. If teachers do not master nine skills at the end of the first year, they participate in a remediation program. After this program, they may re-enter teaching. The MTAI is implemented by the local school district with two individuals, typically the principal and an external evaluator, reviewing and observing the new teacher.

A teacher who masters the MTAI's 14 skills is eligible for a Class A Standard Certificate. This five-year credential has different levels based on advanced study: bachelor's, Class A; master's, Class AA; education specialist, Class AAA; and doctoral degree, AAAA. The credential may be renewed by earning 80 staff development credits via the local school district along with one of the following: three credit hours in an endorsement area, four CEUs approved by the SDE, or an additional 40 staff development credits.

Requirements for Licensure—Emergency or Shortage-Driven

If a district cannot find a credentialed teacher to fill a position, it may request that the SBE issue an Emergency Certificate. Eligible individuals must hold a bachelor's degree and have the required NTE scores. The credential is valid through June 30 of the school year in which it is issued and may be renewed for two additional years with the completion of six credit hours per year. Individuals must meet all requirements for a Class A Standard Certificate by the end of their third year of teaching with an Emergency Certificate.

Requirements for Licensure—Alternative Preparation

In spring 1991, the SBE approved entrance and exit requirements for alternate route programs. To enter a program, candidates must have:

- a 2.75 GPA in their content area;
- a 2.5 overall GPA;
- a bachelor's degree;
- the same scores on the NTE general knowledge and communications tests that are required for entrance to regular teacher preparation programs; and
- passing scores on 14 areas of the Content Mastery Examinations for Educators.

Candidates must complete nine semester hours of education courses at an approved SCDE while they teach. These courses should address the development and interpretation of tests, the teaching of a subject in proper scope and sequence, methods of teaching, and classroom management. Candidates have up to three years to complete these courses. They must demonstrate 60 percent of the minimum skills measured by the MTAI in the first year and 75 percent during the second year. When they have completed the nine semester hours, they can obtain a Class A Standard Certificate.

Standards Boards

The Commission on Teacher Education and Certification reviews standards and makes recommendations to the SBE on issues related to the profession. The commission's 15 members must include four teachers, three school administrators, one IHE representative, one junior college representative, one local school board member, and five lay members. The committee also includes one representative from a private teacher education institution.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

No state activity was reported in this area.

Response to Violence

No state activity was reported in this area.

MISSOURI

Entrance Requirements

Missouri stipulates entrance and exit requirements for individuals in teacher preparation programs. Upon entrance, an individual must take the SAT or ACT test and IHEs must record scores though cut off scores are not stipulated. Students must pass the College-Basic Academic Subject Examinations (C-BASE), a series of five tests, and score 235 on each test.

To successfully complete a teacher education program, a candidate must:

- earn a 2.5 overall GPA, score no lower than C in professional education coursework;
- demonstrate oral proficiency;
- complete a math and general education requirement; and
- achieve the state-required scores on the NTE specialty area.

Requirements for Licensure—Regular

Upon completion of an approved teacher education program an individual is eligible for the Professional Certificate I which is valid for three years. During this time the individual must:

- participate in an entry-year mentor program,
- develop and implement an approved plan of professional growth;
- participate in a beginning teacher assistance program (if available);
- complete 30 clock hours of inservice training; and
- participate in the Performance-Board Teacher Evaluation.

At that point, the individual is eligible for the Professional Certificate II, a seven-year license which may be renewed an unlimited number of times if the following requirements are met each time:

- complete a total of 10 years of teaching;
- continue the Professional Development Plan;
- complete 30 semester hours in inservice training;
- participate in the Performance Based Teacher Evaluations; and
- complete 12 semester hours of academic credit.

Those who have earned a master's degree in education or in an area of certification are eligible for Continuing Professional Certification and shall be exempt from the 12 semester hour requirement. Missouri is a partner in MINKS (Missouri, Iowa, Nebraska, Kansas, and South Dakota) which allows the issuance of a two-year regional exchange certificate for classroom teachers.

Applicants must complete a state-approved teacher education program and must hold a valid regular credential in the state in which the teacher education program was completed. This credential may not be renewed.

Requirements for Licensure—Emergency or Shortage-Driven

A Special Assignment Teaching Certificate may be granted to individuals in situations of district-determined and SDE-approved critical need (such as secondary school subject areas, foreign language, K-12 art, or K-12 music). Individuals and the district must jointly apply for this credential. To be eligible, individuals must have a bachelor's degree with a major in the area to be taught and five years of documented work experience in that area. The credential is valid for 1,044 clock hours of teaching within two years of the date of issue, but may be renewed without any additional requirements to be met. Such credentials permit individuals with no teaching experience but a strong background in their subject to teach for a period or two each day.

Requirements for Licensure—Alternative Preparation

To enter an alternative preparation program, individuals must have:

- a bachelor's degree in the area to be taught;
- a 2.5 GPA in undergraduate courses; and
- passed the relevant NTE subject exam.

They sign a four-way contract with the SDE, the employing district, and an IHE. The contract stipulates that

Missouri

they will complete a teacher education program at the IHE while employed by the district in a secondary school teaching position. Candidates then are awarded a two-year Temporary Certificate. At this point, they must take nine semester hours of professional education before entering a classroom as a teacher. After completing a successful year of teaching and before entering the second year of the teaching internship, candidates must complete nine additional semester hours. At the end of a second successful year of teaching, the person is awarded a Professional II Credential.

Individuals who have earned a Ph.D. are eligible to receive a teaching credential for secondary grades on the basis of their degree and a transcript analysis.

Standards Boards

The Missouri Advisory Council for the Certification of Educators (MACCE) has 25 members MACCE makes recommendations to the commissioner of education regarding the development of state certification regulations. The council includes 15 teachers and draws its remaining members from IHEs, school boards, administrator groups and other associations. Currently MACCE is revising middle school licensure, early childhood licensure, and parent education endorsement. The board is developing a new certification for unified science and a new cross-categorical special education certification.

Minority Teacher Recruitment

The Teacher Education Scholarship Program designates 15 percent of its funding for minority teacher scholarships. The state and the IHE contribute $1,000 for each year in the student's program. The student must teach in Missouri for five years to pay back the scholarship.

Teacher Education Review and Study

The SBE is reviewing a new set of standards for program approval which will be outcome based using authoritative assessment.

Response to Violence

No state activity was reported in this area.

MONTANA

Entrance Requirements

The state does not mandate requirements for entrance into teacher education programs.

Requirements for Licensure—Regular

To receive an initial renewable license, an individual must successfully complete an approved teacher education program, or equivalent, and pass the Core Battery of the NTE. Required NTE scores are professional knowledge: 648, general knowledge: 644, and communication skills: 648. Renewal of the Standard five-year certificate requires one year of teaching experience and 60 renewal units (equivalent to four semester credits). The Professional certificate can be earned with three years of successful teaching and a fifth-year or master's degree. This five-year certificate may, until 1995, be renewed if the individual successfully taught for one year during the five-year period. Beginning in '95, renewal requirements include 60 renewal units (equivalent to four semester credits).

Requirements for Licensure—Emergency or Shortage-Driven

In cases where a school district has advertised for a teacher through normal channels and failed to obtain an appropriately certified and qualified applicant, the district may request an Emergency Authorization to Employ. If approved, this will permit a person not appropriately certified to fill this position. Application and details are available upon request.

Requirements for Licensure—Alternative Preparation

The alternative preparation program is available as an approved program for the Class 5 Provisional Certificate. This may be issued to those who have completed a bachelor's degree at a regionally accredited institution but have not completed a teacher preparation program. The degree content must include a major in an area endorsed for teaching in Montana. Eight semester credits of teacher preparation must also be completed prior to application. The Class 5 Certificate allows the holder three years to complete the teacher preparation program at an accredited institution.

The Class 5 Provisional Certificate is also available to those who meet other requirements but have not successfully completed the Core Battery of the NTE or those who do not have the necessary recent coursework to qualify for the renewable teaching certificate.

Standards Boards

The Certification Standards and Practices Advisory Council (CSPAC) consists of seven members:

- three teachers (one K-8, one 9-12, one at-large);
- one classified as a specialist under the previous rule;
- one higher education teacher educator;
- one school administrator; and
- one school board member.

It advises the Board of Public Education on issues related to the preparation and certification of Montana teachers. The council may also conduct research programs such as its current "Beginning Teacher Support Program," which is now in its second of three project years.

Minority Teacher Recruitment

The CSPAC currently is preparing recommendations to the SBE regarding a broad approach to teacher recruitment and retention of minorities. The council is preparing recommendations regarding Native Americans, multicultural and gender equity, as well as a data base of minority teacher preparation and retention.

Teacher Education Review and Study

Funded by the Education Commission of the States, a symposium of the Montana Council of Deans discussed teacher education. As a result, the council published a document of challenges for improvement. Listed were the need to enhance the field-based component of teacher education programs, extend the teacher recruitment support systems, analyze accreditation of all teacher education programs, and attend more fully to the needs of teachers, especially first-year teachers. The council of deans is considering implementation of the recommendations.

A $10 million grant from the National Science Foundation focuses on curriculum development and teacher education. This statewide effort involves systemic alterations of curriculum which are likely to impact upon preservice teacher education, staff development, and teacher certification. A second grant of $6 million focuses on the preparation of science and math teachers and would also have an impact upon teacher preparation.

Response to Violence

No state activity was reported in this area.

NEBRASKA

Entrance Requirements

Applicants to teacher education programs must:

- score 170 (reading), 171 (math), and 172 (writing) on the P-PST;
- complete a prescribed course in human relations; and
- complete a three-hour course in teaching special education students from a teacher education program.

Students also must maintain a minimum 2.5 GPA for exit. Before entering a teacher education program and student teaching, students must sign an affidavit attesting that they have not committed any felonies.

Requirements for Licensure—Regular

Nebraska offers three teaching credentials. A person earns an initial certificate after completing an approved teacher education program. This credential is valid for five years and may be renewed if the holder completes six semester hours of study in teacher education in less than five years. If more than five years have passed, the holder must complete 15 hours of prescribed study.

To earn a Standard Certificate, the applicant must have an Initial Certificate or its equivalent from another state and two years of consecutive teaching for the same employer. The Standard Certificate is valid for seven years.

To earn a Professional Certificate, teachers must hold a master's degree or a fifth-year credential in the field in which they received their original license. The Professional Certificate can be renewed after 10 years. Both the Standard and the Professional credential may be renewed with six semester hours of credit or two years of consecutive teaching for the same employer. A state statute requires teachers to obtain six hours of college credit (or the equivalent as described in LEA policies) for every six years of tenured teaching.

Missouri, Iowa, Nebraska, Kansas, and South Dakota are partners in the MINKS agreement, which allows the issuance of a two-year regional exchange certificate for classroom teachers. Applicants must hold a valid, regular credential in the state in which a state-approved teacher education program was completed. Unlike other limited credentials, this certificate is valid anywhere in these states and may be issued without any request from an employing school.

Requirements for Licensure—Emergency or Shortage-Driven

Nebraska offers a Provisional Commitment Teaching Certificate, for which a candidate must have:

- a bachelor's degree;
- a district employment contract;
- enrolled in a teacher preparation program; and
- completed at least half of the pedagogical component of that program and three-fourths of the field requirement.

Before teaching, these credential holders must sign an affidavit attesting that they have committed no felonies. The credential may be renewed twice, for one year each time, while the teacher finishes the approved preparation program.

Because substitute teachers are in short supply, the state now issues Substitute Certificates to individuals who have not met the P-PST requirements, taken the human relations course, or gained the special education skills required for licensure, but have met all other teacher training requirements or have held a certificate issued by another state.

Requirements for Licensure—Alternative Programs

The state offers no programs in this area.

Standards Boards

The Nebraska Council on Teacher Education (NCTE) advises the SBE. The council's 50 members include:

- one representative from each IHE and the president of the state AACTE group (16 total);
- 16 teachers (one representing private schools);
- 12 local administrative members;
- four local board members;
- one PTA member; and
- one representative from the SDE.

Members are nominated by their organizations and appointed by the SBE. The NCTE's Executive Committee, which rules on the propriety of the nominees and establishes agendas, must have representatives from each constituency listed above. The group recently recommended to the SBE that student teaching in other states and foreign countries count toward licensure requirements.

Minority Teacher Recruitment

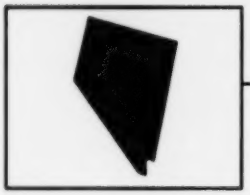
No state programs were reported in this area.

Teacher Education Review and Study

A standing committee of the NCTE has proposed sweeping revisions for teacher education. Changes include moving to the NCATE process and NCATE outcomes. These revisions are being reviewed by the SBE.

Response to Violence

No state activity was reported in this area.



NEVADA

Entrance Requirements

To enter a teacher education program, candidates must obtain the following minimum scores on the P-PST: reading, 172; math, 170; writing, 172.

Requirements for Licensure—Regular

To be eligible for the Nevada Provisional License, an individual must:

- successfully complete an approved teacher education program;
- hold a bachelor's degree;
- earn appropriate scores on the NTE professional knowledge and specialty area exams; and
- comply with the fingerprinting requirement.

Individuals who meet these requirements may receive the Provisional License which is valid for one year and may be renewed with six semester credits or professional development credits. To attain a Professional License, an individual must have three years of teaching and a master's degree. The Professional License is valid for six years and may be renewed with six semester credits or professional development credits.

Requirements for Licensure—Emergency or Shortage-Driven

If a teacher shortage exists in a district, the district may request that the superintendent of public instruction grant a one-year license to candidates who do not meet regular licensure requirements. This credential may be renewed if the person has performed satisfactorily.

Requirements for Licensure—Alternative Programs

No programs were reported in this area.

Standards Boards

The Commission on Professional Standards in Education has nine members:

- four teachers;
- two administrators (one of whom must be a private school representative);
- one SBE representative;
- one counselor or school psychologist; and
- one IHE member (who must be dean of one of the state's two SCDEs).

Requirements for teacher preparation and licensure can be amended only with the commission's approval. Though the commission is considered an autonomous board, the SBE has limited veto powers over the commission's actions.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

No state activity was reported in this area.

Response to Violence

Legislation to prevent gang activities in schools increase the severity of a crime involving gang activity is pending. Efforts to broaden educators' awareness of gangs have been made by Nevada state and local police departments.

NEW HAMPSHIRE

Entrance Requirements

IHEs establish entrance and exit requirements for teacher preparation programs. These include completion of general education requirements and demonstration of basic reading, writing, and mathematics skills before individuals can enter a teacher preparation program. IHEs decide how applicants' competence in these areas is to be assessed. IHEs must also evaluate candidates to determine whether they should be recommended for an initial credential.

Requirements for Licensure—Regular

Individuals receive Beginning Educator Certificate after they complete an approved teacher preparation program. This credential is valid for three years, during which time the individual must complete 50 clock hours of professional inservice training (of which 20 clock hours must be in each endorsement area; five clock hours must be in character and citizenship education; and five hours must be in general education). Once candidates have three years of teaching experience, they are issued the Experienced Educator Certificate, which is valid for three years and has the same inservice requirement for renewal.

Requirements for Licensure—Emergency or Shortage-Driven

New Hampshire provides a program (Alternative Four) for individuals with a degree in a critical shortage area to enter an internship program with a mentor teacher from the local school district. The mentor and the candidate establish a three-year plan to allow the candidate to meet the same requirement for basic skills in reading, writing, and math as those entering an IHE's teacher education program. The SDE designates the critical shortage areas.

Requirements for Licensure—Alternative Preparation

Under the Provisional Certification Plan (also called Alternative Five), secondary school applicants must hold a bachelor's degree with a 30-credit major in the subject to be taught and a GPA of 2.5. Elementary school applicants must have a bachelor's degree, a major, 30 credits in the arts and sciences, and an overall GPA of 2.5. (The GPA requirement may be waived for those who graduated more than five years before applying to teach, have five years of experience related to their subject, and meet all other requirements.) Those meeting the qualifications may receive letters of eligibility, with which they may be hired by districts.

The district must appoint a mentor teacher or mentoring team to work with the provisional teacher for a year. The mentor must receive a minimum of 12 hours of training in the mentoring process from the SDE or from others contracted by the SDE to do this training. Costs for the mentor training must be borne by the teacher candidate. An education plan (developed by the mentor, principal, teacher candidate, and any others designated) includes preservice and inservice as specified by the SDE. After completing the plan, individuals are recommended for the Beginning Educator Certificate.

Another plan, Alternative Three, allows those with teaching experience who have not completed an approved SCDE program to take written and oral exams to be licensed.

Standards Boards

There are two boards that advise the SBE. The Professional Standards Board advises on teacher credentialing and consists of the following 21 members:

- the director of the Division of Standards and Certification (or designee), who is the executive secretary of the board;
- nine members that include teachers and education specialists;
- nine members representing higher education and higher education administration; and
- two laypersons.

The Council for Teacher Education recommends to the SBE standards for approval of SCDE programs and administers the approval process. The council, which works separately from the Professional Standards Board, has four statutory members and 11 appointed members. The statutory members include the commissioner of education, the dean of the University of New Hampshire School of Education, and two state college presidents. Statutory members appoint additional members from the education community.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

A recent SBE study committee updated teacher preparation standards; the SBE is preparing to submit its proposed changes to the legislature. Recommendations include required content area majors for elementary and special education teacher candidates.

Legislation has been proposed that would authorize criminal checks of candidates at the time of initial licensure.

Response to Violence

No state activity was reported in this area.

NEW JERSEY

Entrance Requirements

Entrance to teacher preparation programs is regulated by the state. To enter a teacher education program, a person must have:

- a 2.5 GPA.
- completed a field experience during their sophomore year prior to entry into the teacher education program;
- demonstrate an acceptable level of math and oral and written English, as well as an aptitude for teaching.

Each approved undergraduate program includes 96 semester hours of liberal arts study distributed among general education, the academic major, and the behavioral and social sciences. Professional education courses may not exceed 30 credit hours, approximately one-half of which should be in clinical/field experience.

Requirements for Licensure—Regular

Students who have a 2.5 GPA, demonstrate an aptitude for teaching (as determined by the SCDE), and earn sufficient scores on the NTE tests for their subject areas can receive a letter of eligibility with advanced standing. (For the NTE requirement, elementary teachers must earn a score of at least 649 on the NTE general knowledge exam; all others take the NTE in the relevant subject areas). When individuals who have earned advanced standing receive an employment offer, the employer requests a Provisional Certificate, under which individuals teach during their first year. After the year of teaching during which they are evaluated three times by the principal and receive a positive evaluation for a school supervisory team, individuals will be eligible for a Standard Certificate. This credential is valid for life. Thus, the state requires all first-year teachers in the regular as well as alternate preparation programs to undergo a year of supervised teaching under a provisional credential. Individuals holding the Provisional Certificate pay a fee to those offering mentoring services.

Requirements for Licensure—Emergency or Shortage-Driven

County superintendents may grant emergency credentials in special education and vocational education when a district demonstrates need; however, in the next two years, credentials in these areas will be available through the Provisional Teacher Program. When that occurs, emergency credentials will be eliminated from all teaching fields except special education. It is anticipated that emergency credentialing will likewise be eliminated in special education within the next few years.

Requirements for Licensure—Alternative Preparation

The SBE established the New Jersey Provisional Teacher Education Program for "alternative certification" in 1985. To receive this credential, candidates must:

- hold a valid bachelor's degree;
- have a major in the subject to be taught (for secondary schools) or a major in the liberal arts and sciences (for elementary schools);
- pass the NTE general knowledge examination for elementary licensure or the designated NTE specialty examination for a license in a subject; and
- have an offer of employment from a school district.

Individuals must participate in an initial 20-day practicum under the supervision of a licensed teacher. During the first year, participants must receive 200 clock hours of professional instruction. This instruction does not have to be in a for-credit college course; it may be completed at a district- or state-operated training center. Individuals teach under a Provisional Certificate. A professional support team observes the provisional teacher at prescribed intervals, and the principal evaluates the provisional teacher three times that year. The last evaluation will contain the principal's assessment as to whether the teacher should receive a Standard Certificate.

Changes are taking place in the delivery of the Provisional Teacher Program. In the first five years of the program, the SDE played a major role in providing instruction for this program through regional centers. Now, several consortia of districts and IHEs provide instruction for this program as well; in all, 16 regional centers and three consortia provided this instruction in the 1992-93 academic year.

Standards Boards

The SBE established the 13-member State Board of Examiners to advise it on preparation and certification standards. The board members must include:

- four teachers (including one education media specialist);
- two principals;
- two superintendents;
- one school business administrator;

- two IHE representatives; and
- one state agency representative.

Minority Teacher Recruitment

The SDE has been involved in minority teacher recruitment activities with the historically black colleges and with organizations that serve minorities. Attempts are being made to increase such recruitment activity.

There is no longer any differentiation made between scholarships awarded from the Geraldine R. Dodge Foundation and the state's Minority Fellowship Program. In the past, the Dodge Foundation offered scholarships to outstanding individuals entering teaching through the Provisional Certification Program, and the state-funded Minority Teaching Fellows Program specifically provided scholarships for minorities entering the Provisional Certification Program. Now the foundation offers funds for 30 fellowships. A significant number of the recipients of this fellowship are minorities.

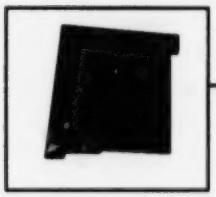
Teacher Education Review and Study

A series of meetings have been held between the professional associations representing the teacher education community and members of the SDE, including the commissioner. Discussion has centered on the restrictions of the present licensure requirements, the need to heighten teacher professional development in the state, streamlining the existing accreditation process, strengthening SCDE faculty involvement in the mentoring role during the induction year, and enhancing collaboration between SCDE's and schools.

A series of policy recommendations on teacher education reflecting New Jersey's participation in Goodlad's Agenda for Teacher Education in a Democracy Project, were presented to the Chancellor of Higher Education, and members of the state boards of education and the legislature. Discussions among state education personnel have centered on perceived needs for changing the licensure requirements to encourage further teacher professional development; cost born by new teachers for the mentoring period; streamlining the existing accreditation process; strengthening the SCDE faculty involvement in the mentoring role during the induction year; and enhancing the collaboration between SCDEs and schools.

Response to Violence

The governor has established The Commission on Discrimination and Violent Crimes which includes topics related to school issues. A formal report has not yet been issued.



NEW MEXICO

Entrance Requirements

IHEs must assess the basic skills of students before they enter teacher education programs, but the screening method varies. Each institution includes screening procedures in its overall teacher preparation program which is reviewed by the Professional Standards Commission.

Requirements for Licensure—Regular

The state has a three levels of licensure. To earn the Level One License, an individual must successfully complete an approved teacher education program and must earn the following scores on the core battery of the NTE, general knowledge: 645, professional knowledge: 630, and communication skills: 644. This initial license is for three years. To earn a Level Two License, the teacher must demonstrate the six teaching skills deemed essential by the state. This license is valid for nine years and renewed with continued demonstration of the six skills. The Level Three-A License, also valid for nine years is for a non-classroom license for those instructors who have the six skills, hold a master's degree, and serve in a supervisory capacity.

In 1989, the SBE appointed the Licensure Testing Task Force to study licensure testing in New Mexico and make recommendations for improving the current testing program. As an outcome of the task force, an alternative assessment process was adopted by the SBE in 1992. Those who have not passed the NTE may present a portfolio to the Teacher Assessment Review Panel to demonstrate ability to enter the teaching profession. The nine-member panel meets with each candidate to review his/her qualifications. The panel recommends to the state superintendent of public instruction as to whether or not the candidate should receive a permanent waiver of the NTE Core Battery. The final decision rests with the state superintendent. Several candidates have participated in the process to date.

Requirements for Licensure—Emergency or Shortage-Driven

At the request of a district, waivers may be granted to allow individuals who do not meet criteria for the Level One License to teach. Individuals must have a bachelor's degree or nearing completion of a bachelor's degree. Requests are reviewed by the SDE on an individual basis. This substandard License can be renewed if the individual completes nine semester credit hours toward an endorsement or license and if the district makes an additional request. Such licenses are usually sought in special education and bilingual education.

Requirements for Licensure—Alternative Preparation

The state offers the Alternative License for those with a bachelor's degree in an appropriate subject. The individual, who, typically, has some teaching experience in college, business, or the military, must be hired by a local district. The individual and the hiring school must submit a plan to the SBE indicating the individual's educational needs, the ways these needs will be met, and an expected timeline. When this plan is completed and the NTE core battery passed, the individual receives a Level One License. The license may be renewed annually if the district gives the candidate a positive evaluation and the candidate shows progress toward completing the planned course of study.

Another alternative to regular licensure is the Distinguished Scholar Program. This program aims to increase quality of teaching content rather than develop professional educators. Those with expertise in specific areas submit documentation along with a written request from the local hiring school to the SDE. With acceptance of this documentation and passage of the NTE core battery, the candidate can receive the Distinguished Scholar License for one year. With a district's indication of competency, the individual can then renew the license each year.

Standards Boards

The Professional Standards Commission is an 19-member body that recommends standards for teacher education programs and credentialing to the SBE and facilitates the program approval process. Stipulated by law, PSC membership includes five teachers, two administrators, one SCDE dean, one IHE instructor, one postsecondary institution representative, one special service person, one school district employee in a non-teaching area, four lay members, the state superintendent (or designated representative), the state director of professional licensure, and one representative of private elementary and/or secondary schools.

The commission has been investigating new standardized tests for the assessment of teacher candidates, conducting committee work on recruitment and retention of minority educators, and continuously reviewing teacher preparation programs.

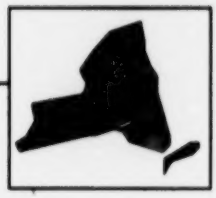
Minority Teacher Recruitment

No state-sponsored programs were reported in this area.

Response to Violence

No state-sponsored programs were reported in this area.

NEW YORK



Entrance Requirements

New York does not stipulate requirements for entrance into teacher education programs.

Requirements for Licensure—Regular

Candidates for licensure for teaching in elementary self-contained or secondary academic classrooms are required to pass the New York State Teacher Certification Examination (NYSTCE). The exam includes a liberal arts and science test and the Assessment of Teaching Skills-Written (ATS-W). Candidates for other teacher licenses (occupational, special education, art, music) can take the NTE core or the NYSTCE until September 1, 1996, at which time all candidates will take the NYSTCE.

Other requirements for licensure include:

- the teacher's degree with a concentration in one of the liberal arts and sciences;
- evidence of study of the issue of child abuse; and
- completion of a criminal background questionnaire.

With these criteria met, individuals are eligible for a Provisional Certificate which is valid for five years.

To convert a Provisional Certificate to a Permanent Certificate, individuals must pass the Content Specialist Test-Performance (ATS-P) which consists of a 35-40 minute videotaped performance in which specific criteria are rated by the N.Y. State review team. The Permanent Certificate is valid for life.

Requirements for Licensure—Emergency or Shortage-Driven

A Temporary License may be issued when a district declares that there is no credentialed person to fill a position. After the district's request is granted, it may employ bachelor's degree holders in the position. The license may be renewed up to three times depending on the extent of the individual's deficiencies and the district's demonstrated need. Individuals holding this license may carry no more than an 80 percent teaching load. The remaining 20 percent is spent under the supervision of an experienced teacher released by the district to be a mentor. By the beginning of the first semester of employment, the individual must be enrolled in an SCDE. All course requirements for a provisional credential must be completed within a period not to exceed four years.

Requirements for Licensure—Alternative Programs

New York has several alternatives to complete teacher credential requirements. Transcript evaluation, consideration of work and professional experience, and union-sponsored programs are some of the avenues available for individuals who hold a bachelor's degree and wish to enter the teaching field.

Standards Boards

Appointed by the Board of Regents, members of the New York Teacher Education, Certification, and Practice Board (TECAP) advises the regents on licensure, program approval, and teacher practice. It operates in an advisory capacity only and does not have any final regulatory authority over teacher education policies. TECAP has 15 members: eight elementary or secondary school teachers, one school superintendent, one school personnel administrator, four teacher education representatives, and one layperson or public representative. TECAP recently made recommendations regarding:

- specialty area tests and a teaching skills assessment;
- revision of teacher licensure standards;
- cases involving teachers' moral character;
- implementation and funding of teacher centers; and
- staffing shortage in New York City.

New York

Minority Teacher Recruitment

The New York State Teacher Opportunity Corps Program is administered through the Professional Career Opportunity Program in the Office of Equity and Access Programs. It facilitated the recruitment, selection, and preparation of minority and economically disadvantaged students for the teaching profession. Through this program, IHEs offering approved programs may receive grants to increase the number of prospective teachers from economically disadvantaged backgrounds or from groups historically underrepresented in teaching.

The SDE offices of academic review and teaching work together to facilitate matriculation between programs of two-year and four-year colleges and universities. These cooperative efforts help identify and encourage minority students in the pursuit of a teaching career. The groups provide counseling for these students in their first and second years of postsecondary education. In addition, the offices of academic review and teaching have been working with the New York City public schools in implementing a career development program for paraprofessionals. These efforts are funded by the state and by the New York City school district as part of the state aid formula.

The Teacher Career Recruitment Clearinghouse (TCRC), a job bank for K-12 teachers, is funded through an SDE revenue account. TCRC works to recruit underrepresented groups, including minorities, into teaching in New York.

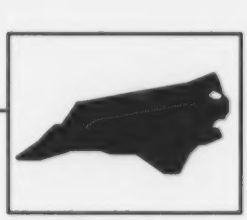
Teacher Education Review and Study

In spring 1993, the commissioners of education instituted the Teacher Education Conference Board to conduct a study to "re-image" teacher education, to be completed by winter 1993. A report is expected from the Governor's Commission on the State of Education in New York.

Response to Violence

The New York State United Teachers recently requested a response to a report presented to the legislature on concerns regarding school violence and conflict in the classroom.

NORTH CAROLINA



Entrance Requirements

To enter a teacher education program, candidates must have a 2.5 GPA in their undergraduate courses and pass the general knowledge and communication skills tests of the NTE with scores of 645 and 646, respectively. To exit a teacher education program, individuals must pass the NTE professional knowledge exam with a score of 649 and the pertinent NTE subject exams. (The SDE uses these data to develop a profile of the scores of their new teachers.)

The state offers two levels of teaching credentials. Graduates of approved programs first receive an Initial License. This credential is valid for two years, during which time the recipient participates in an induction program. A mentor or a team supports the teacher throughout the program and evaluates him or her at least three times. After two years of successful teaching and with a recommendation from the local school system, teachers receive a five-year, renewable Continuing Certificate. Individuals are required to renew this credential each five years by earning 15 renewal units (10 semester hours of credit), five of which they can earn by teaching.

Requirements for Licensure—Emergency or Shortage-Driven

No emergency credential exists in the state. If a district cannot find a teacher licensed in a particular teaching area, it can request that a teacher not licensed in the area be assigned through provisional procedures. The teacher must work toward the appropriate endorsement. If no licensed teacher is available, such shortages may be filled through the Lateral Entry Program.

Requirements for Licensure—Alternative Preparation

North Carolina offers the Lateral Entry Program, whereby individuals who hold bachelor's degrees in an endorsement area and have a district employment contract for teaching in that same area may receive a Provisional Certificate. To be granted a regular credential, individuals must:

- participate in an induction project;
- be affiliated with an SCDE;
- complete an approved teacher education program within five years at the rate of six semester credit hours per year; and
- pass the NTE subject exam before entering the program and pass the professional knowledge test.

North Carolina also provides a Modified/Alternative Procedure for Lateral Entry. Under this procedure, LEAs can recommend candidates to receive teaching credentials. (This was previously the responsibility of IHEs.) The DPI has approved several requests to "relax" certain credentialing requirements for individual school systems, with the stipulation that individuals be credentialed through the Modified/Alternative Procedure for Lateral Entry. (Each school system has presented the DPI with a plan for improving student achievement. Local systems may set up their own ways to improve student achievement and may request that state policies and procedures be waived if they "inhibit the local unit's ability to reach its local accountability goals.")

Standards Boards

The Professional Practices Commission acts as an advisory body to the DPI on teacher preparation and credentialing. The DPI's Executive Committee nominates, and the SBE appoints, the 14 members, which include:

- seven teachers;
- three administrators; and
- four SCDE representatives (from two public and two private IHEs).

The group has considered teacher supply and demand, recommendations related to cultural diversity, initial certification programs, and certification of school nurses. The commission is studying implications of a national professional standards board on North Carolina teachers.

SB 883, now under review by the legislature, recommends an autonomous board similar to that of California. The proposed 19-member board selected by the governor, senate, and house of representatives, would have authority to set standards for all aspects of teacher education and certification.

Minority Teacher Recruitment

North Carolina sponsors Project Teach, a minority teacher recruitment program that encourages students to consider a career in teaching through organized programs involving parents as well as students from the 7th grade through high school.

Funding is expected to continue for two scholarship loan programs administered by the DPI. Although these programs are not specifically targeted toward minority

teacher candidates, the DPI is required to place a special emphasis on minorities in granting the awards. The Prospective Teacher Program awards scholarships of $2,000 per year for up to four years for individuals in approved teacher education programs. The Teacher Assistant's Scholarship allows teacher assistants to work part-time in the public schools and matriculate part-time in teacher education programs. Students teaching in North Carolina are eligible to apply on a yearly basis.

Teacher Education Review and Study

The Task Force on Teaching, a legislatively-appointed, 23-member commission, submitted its report in February 1993. The legislature is examining recommendations for program approval, certification, and program quality.

The Education Leadership Task Force appointed in July 1992 filed its report with the legislature in February 1993. Among recommendations from this group were the creation of a separate North Carolina standards board for administration and a reduction by half of the number of institutions preparing educators.

Response to Violence

The Task Force on School Violence presented its report in March 1993. Task force members, who include the attorney general, the state superintendent, and the secretary of crime control and public safety, were appointed by Governor Hunt who has identified school violence as a major priority. Public hearings were held across the state. Final recommendations include alternative school approaches for violent students, weapon control, and violence prevention programs within schools. Various bills building on these recommendations are now being debated.

NORTH DAKOTA

Entrance Requirements

To enter a teacher education program in North Dakota, a person must have a 2.5 GPA on prior undergraduate work. Additionally, IHEs must screen applicants for competence in basic skills with a standardized basic skills test of the IHE's choice. To exit a teacher education program and be eligible for a license, students must have a 2.5 GPA, student teaching experience at the appropriate level and area, and three recommendations (two from the faculty and one from the cooperating teacher). A person must also complete two semester hours in American Indian studies with focus on North Dakota tribes.

Requirements for Licensure—Regular

Individuals initially are issued the Two-Year Entrance Certificate. Teachers new to the state are issued a Two-Year Certificate but must complete coursework in American Indian studies during the two years. With 18 months of full-time teaching experience, an individual may apply for the Five-Year Certificate. This credential may be renewed if the bearer teaches for at least 30 days under contract and completes four semester hours of college credit. (Thirty days was chosen because some kindergarten programs in remote areas are six-week [30-day] programs.)

Requirements for Licensure—Emergency or Shortage-Driven

School districts may apply to hire someone with an emergency certificate if no qualified teachers are available to fill a vacancy. This credential may be issued for up to one school year. The certificate-holder must take eight semester hours of professional education courses while teaching under the emergency certificate to be considered again for an emergency position. The district must re-apply for an emergency credential holder every year after August 15 and must verify that no licensed applicant was available for the vacancy.

Requirements for Licensure—Alternative Programs

No programs were reported in this area.

Standards Boards

North Dakota has a nine-member Teachers Professional Practices Commission (TPPC). The members are appointed by the governor, and the membership is composed of four teachers, two administrators, two school board members, and one nominee from the SBE. The major responsibilities of the TPPC are to establish a code of ethics for teachers, investigate unethical conduct, recommend standards for licensure, and recommend staff development initiatives to the state superintendent. Final authority on these matters rests with the state superintendent.

A new law, signed and passed, establishes a group to replace the TPPC. The effective date to begin a transition is January 1, 1995. The new Education Standards and Practices Board becomes effective July 1, 1995.

Minority Teacher Recruitment

No state government programs were reported in this area. The North Dakota Education Association has a minority task force which offers scholarships for preservice education.

Teacher Education Review and Study

The deans group, North Dakota Association of Colleges for Teacher Education, revised the 1987 program review standards and presented the 1992 edition to the TTPC for approval.

Response to Violence

No state activity was reported in this area.

OHIO

Entrance Requirements

IHE's are required to assess individuals entering teacher education programs in the areas of oral and written communication, mathematical knowledge, academic aptitude, and achievement, motivation, and interpersonal skills, using bias-free, culturally-appropriate methods. The IHE's use results from the assessment to develop the applicants' professional programs.

Requirements for Licensure—Regular

To receive an initial teaching license, the Provisional Certificate, candidates must successfully complete an approved teacher education program, score at least 642 in both the general knowledge section and the professional knowledge section of the NTE, and pass the pertinent NTE subject exam. The Provisional Certificate is valid for four years.

To earn an eight-year Professional Certificate, individuals must complete their first year of teaching in an induction program, gain three years of satisfactory teaching experience under the Provisional Certificate and earn 30 semester hours of courses beyond those required for the initial credential. These courses may be taken in the pertinent subject area or in pedagogy. To earn a Permanent Certificate, an individual must have a master's degree and must have earned at least 12 semester hours since being granted the Professional Certificate. The individual must teach for five years under the Professional Certificate. Both the Provisional and the Professional credentials can be renewed with the completion of a specified number of hours of college courses or CEUs based on the experience of the individual.

Requirements for Licensure—Emergency or Shortage-Driven

When a district has posted a position with the SDE for two weeks and has not been able to find a suitable candidate, it may request that the SDE issue a Temporary Teaching Certificate to someone who holds a valid teaching credential but not a credential in the pertinent area. To be eligible, a person must have completed at least 20 semester hours of work in the subject area and be enrolled in an approved teacher preparation program. This one-year credential may be renewed by completing at least six semester hours per year toward full licensure.

Requirements for Licensure—Alternative Preparation

Ohio permits individuals without regular teaching credentials to teach at the secondary level if they complete an Internship Certification Program. Districts may be approved to offer these programs in concert with SCDEs that have approved teacher education programs. To participate, individuals must:

hold a bachelor's degree with a major in a subject area taught in grades 7-12;

pass the NTE exams in general knowledge and in their subject area; and

have three years of work experience related to the subject.

The program must be submitted by the district to the SBE for approval, and the district is required to work cooperatively with an IHE in developing parts of the plan. Individuals must complete at least six semester hours of courses in the principles and practices of teaching before they may obtain an Internship Certificate. They then teach for two years under the direct supervision of a mentor, take another 12 hours of professional education courses and are evaluated by the school district. After that, they take the professional knowledge test of the NTE to qualify for a Provisional Certificate identical to that issued to graduates of traditional teacher preparation programs.

Standards Boards

The Teacher Education and Certification Advisory Commission is appointed by the SBE to advise it on teacher preparation and certification matters. The commission has 21 members and must include:

- eight teachers (one must teach special education, one must teach vocational education, one must be from a private K-12 school);
- six IHE representatives (two college presidents, two deans, and two faculty members—one of each representing a public institution and one of each representing a private institution);
- two principals;
- one superintendent;
- one supervisor;
- one LEA board member;
- one teacher education student; and
- one lay member.

Ohio

Minority Teacher Recruitment

State standards require teacher education programs to have plans for minority recruitment. In addition, 10 percent of the funds from the Ohio Teacher Education Loan Program are set aside for minority candidates. Through this program, minority candidates may receive up to $15,000 (up to $5,000 per year) for tuition and instructional costs. The state forgives 20 percent of a loan for each year the recipient teaches in a designated subject area, and 25 percent of a loan for each year of teaching in a designated geographic area.

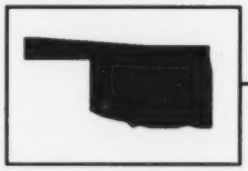
Teacher Education Review and Study

The SDE established a Standards Review Committee for Teacher Education and Certification, with membership from all levels of education practitioners, to develop performance-based teacher education programs and other reforms. The committee's recommendations are currently in the discussion stage. Included are proposals for more autonomous standards board to be responsible for preservice preparation, induction, licensing, and professional development.

A growing concern in Ohio is the over-supply of teachers being prepared in the state. The Ohio Board of Regents and the higher education coordinating board has published two separate reports in the past year which reference concerns over redundancies in program areas, including professional preparation in the state. This situation could ultimately result in legislative pressures to reduce support for duplicative teacher education programs.

Response to Violence

No state activity was reported in this area.



OKLAHOMA

Entrance Requirements

To be admitted to a teacher education program, a person must have at least a 2.5 GPA in prior undergraduate work and demonstrate proficiency in reading, writing, and verbal communications on the P-PST. Individuals must maintain a 2.5 GPA throughout the program.

Requirements for Licensure—Regular

After passing the Oklahoma Teacher Certification Testing Program (which consists of subject examinations) and completing an approved teacher education program, the candidate is eligible for a Teaching Certificate. With this certificate, individuals participate in an induction-year program where they are monitored and supported by a mentoring committee. Candidates then are eligible for either a Standard Certificate or a Provisional Level I or II Certificate. The Standard Certificate is valid for five years and renewable with at least three years of teaching during the time the credential is valid or completion of nine semester hours or a combination of the two. The Provisional Level I is valid for one year, and the Provisional Level II is valid for two years. The mentoring committee recommends to the SDE regarding certification or non-certification, and the IHE makes the final decision. Candidates can seek approval directly from the SDE.

Requirements for Licensure—Emergency or Shortage-Driven

A district may request the issuance of an Emergency Certificate if a qualified, licensed individual is not available for a teaching position. Those teaching under this credential must hold a bachelor's degree. This credential is valid until June 30 of the school year and is not renewable, although it may be reissued if individuals take nine semester hours toward regular licensure in the field and pass the Oklahoma Teacher Certification Testing Program.

Requirements for Licensure—Alternative Preparation

The Alternative Placement Program permits bachelor's degree holders who have completed a major in a field that corresponds with a specialization area for an Elementary-Secondary Certificate (e.g., Art or Music), a Secondary Certificate, or a vocational-technical credential to become fully licensed in three years or less. Individuals must pass the Oklahoma Teacher Certification Testing Program examination in the content area for which licensure is sought. When individuals meet these requirements and enroll in an Alternative Placement Program, they will be issued "valid alternative certificate[s]." With these credentials, they will participate in the state's Entry-Year Program and will have up to three years to complete their teacher education program.

Such a program may consist of no less than six but no more than 18 credits in professional education. The amount of required preparation is reduced depending upon the level of the degrees the individuals hold, their prior teaching experience, or their prior work experience. By law, pre-student teaching and student teaching may not be required of program participants. SCDEs are required to implement alternative placement programs in at least four areas of specialization (including math, science, and a foreign language) or they lose state program approval or accreditation.

Standards Boards

The Educational Professional Standards Board advises the SBE on all matters related to teacher certification. Membership on this board is specified as follows:

- the state superintendent of public instruction or the EPSB chair;
- the chancellor of higher education or the EPSB vice-chair;
- the director of vocational and technical education or the EPSB executive secretary;
- six classroom teachers;
- one secondary school administrator;
- one elementary school administrator;
- three IHE representatives;
- three parents of children enrolled in Oklahoma public schools;
- one superintendent; and
- two other representatives from outside of education.

All members serve four-year terms.

Oklahoma

Minority Teacher Recruitment

The Oklahoma State Regents for Higher Education in collaboration with the SDE offers the Oklahoma Future Teachers Program, an incentive scholarship program that awards up to $1,500 per year (for up to three years) for tuition, fees, books, and materials for those enrolled in teacher preparation programs. To be eligible, individuals must be residents of Oklahoma who rank in the top 15 percent of their high school class (as calculated for the class as a whole or for one of the following subdivisions of the student population: Black, Native American, Hispanic, and Asian, score at or above the 85th percentile on the ACT or other battery of tests (as calculated for the class as a whole or for one of the above subdivisions of the student population), and be eligible for admission to, or have made satisfactory progress in, an associate degree in arts or sciences (at an accredited IHE offering the associate degree program for a transfer to an upper-division or baccalaureate program in teacher education). Students in fifth-year programs are eligible for this scholarship only if they are working toward licensure in a critical shortage area or toward counseling. Priority is given to full-time students.

The Oklahoma Minority Teacher Placement Office, established in 1990, has three missions:

- to enhance the teaching profession by establishing a teacher cadet program for junior and senior high school students;
- to implement statewide standards for effective multicultural teacher training; and
- to recruit, retain, and place minority teachers across Oklahoma, especially in subjects lacking teachers.

The center is working with the South Carolina Teacher Recruitment Center to develop and implement programs to increase the number of minority teachers in the state.

Teacher Education Review and Study

The Oklahoma Commission for Teacher Preparation, appointed by the legislature in May 1992, is composed of representative teachers, administrators, college faculty, and citizens. Among the charges given this group are:

- the development of an outcomes-based teacher preparation system;
- an inservice program for teachers to include a three-year entry level;
- a reentry program for teachers; and
- a teacher recruitment program emphasizing minority candidates.

The commission is proceeding with these and other objectives.

Response to Violence

The SDE initiated the first statewide conference on school violence in October 1993. This is a conference preliminary to the governor's conference on crime.

OREGON

Entrance Requirements

Two types of teacher preparation programs exist in Oregon. The Division 15 program is a four-year program that leads to a basic license. The Division 16 program is a fifth-year program in a teaching specialty area that the candidate takes after a four-year program that did not include pedagogy. Fifth-year programs are recommended to be 12 months in duration.

IHEs must establish performance requirements for admission to Division 15 programs, including minimum skills in oral and written communication and computation. To enter a Division 16 program, an applicant must receive a composite score of 123 on the CBEST and no individual score may be below a 37. (Scores of 659 on the NTE communications test and 654 on the NTE general knowledge test are acceptable in place of the CBEST.) Applicants for Division 16 programs must also hold a bachelor's degree with a cumulative GPA that qualifies for admission to graduate programs at the preparing institution, present references, and provide evidence of good moral character.

Beginning in 1993, candidates in Division 15 programs must pass the NTE subject exam in their area and score at least 661 on the NTE professional knowledge test.

Division 16 exit requirements include a cumulative GPA that qualifies one for a graduate degree at the IHE, score of at least 661 on the NTE professional knowledge test, two samples of work from student teaching that illustrate the candidate's ability to foster students' learning, satisfactory performance in field-based activities and student teaching, compliance with Teacher Standard Policy Commission (TSPC)-identified ethical standards, passing scores on the relevant NTE subject exams.

Requirements for Licensure—Regular

The state grants Basic and Standard Teaching licenses. The Basic Teaching Certificate requires a bachelor's degree from an approved program, appropriate NTE scores in subject matter areas, and 661 on the NTE professional knowledge test. It is valid for three years and may be renewed if a teacher has completed at least half of a fifth-year program. To receive a Standard Teaching License, a person must complete a fifth-year program and three years of successful teaching in Oregon public schools. The credential must be renewed every five years, and the person must teach one year out of those five years. The state also grants a special credential if a person has completed all but 12 quarter hours required for the initial credential. To obtain this special credential, the individual and the district must submit a joint application.

Requirements for Licensure—Emergency or Shortage-Driven

Oregon offers several shortage-driven credentials. The Interim Teaching License may be issued to applicants with liberal arts bachelor's degrees if they pass the NTE subject exam in a TSPC-designated shortage area. Candidates must not have previously been enrolled in a teacher preparation program or held a teaching credential. This credential is valid for one year and may be renewed twice. On the third renewal, the credential-holder can obtain the Basic Teaching License if he or she passes the NTE professional knowledge exam and has an offer of tenure from the employing district. The employing district must cosponsor individuals' applications for the Basic Teaching License and is responsible for designing professional development plans for them.

The Emergency Teaching License is issued only where there are insufficient applicants in an endorsement or a geographic area. To obtain this credential, individuals must have completed an approved teacher education program or hold a valid out-of-state teaching credential. Either of these must be in the field in which the Oregon credential is requested. The credential may be renewed on a yearly basis if the holder completes nine quarter hours of additional preparation. The credential may be renewed twice; by the end of the three years, individuals teaching under the Emergency Teaching Certificate must be eligible to hold the Basic Teaching License.

Restricted Licenses are issued under specific circumstances:

- A subject-matter or special education endorsement may be issued upon joint application from the prospective teacher and the employing district. This one-year, nonrenewable credential is available only to those who are within 12 quarter hours of qualifying for either a Basic or Standard Teaching License. The applicant must explain the circumstances behind the request for this credential to the TSPC.

- Restricted Licenses with an elementary endorsement may be issued to individuals who completed a teacher preparation program under the auspices of the U.S. Armed Forces, the Peace Corps, or the Economic Opportunity Act of 1964. These individuals also must have two years of teaching experience in any grade from prekindergarten through grade 12 in subjects taught in the public schools. A joint application from the teacher and the district is required for this one-year, nonrenewable credential.

Oregon

- Restricted Licenses are available to exchange teachers from other states or countries. These teachers must hold a valid teaching credential in their state or country in the area to be taught in Oregon. This credential, obtained through joint teacher and district application and valid for 12 months, may be renewed through joint application.

Requirements for Licensure—Alternative Preparation

The one-year Certificate of Accomplishment may be issued to individuals who have expertise in an area or field where no endorsement is offered. Individuals must apply jointly with the employing district for this credential and must describe the position to be filled and their qualifications for it. Certificates of Accomplishment may be issued in drama, Italian, journalism, and Latin (areas for which endorsements are no longer issued). In addition, Certificates of Accomplishment are issued for teachers of Japanese, although there is now an endorsement for this subject.

Standards Boards

The Teacher Standards and Practices Commission (TSPC) is an autonomous body appointed by the governor to set administrative rules on credentialing, teacher education, approval of preparation programs, and discipline of educational personnel. The TSPC oversees employment practices (i.e., it ensures that districts hire credentialed teachers and that those teachers are assigned to the appropriate grade levels or subject areas). The TSPC has final regulatory authority over all matters under its jurisdiction. The TSPC's 17 members include:

- eight teachers;
- two principals;
- two superintendents;
- one local board member;
- two laypersons; and
- two SCDE representatives (one from a public institution and one from a private institution).

The TSPC's agenda includes the consideration of middle school endorsements.

Minority Teacher Recruitment

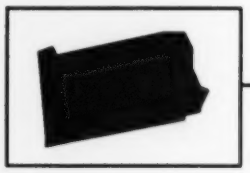
The Task Force on Minority Teacher Work Force, a governor-appointed group, ceased to exist in 1991, in keeping with a sunset provision. The Council for Diversity in Education has been established with the central purpose of increasing the minority teacher population.

Teacher Education Review and Study

Several task forces have been appointed via the SBE as an outgrowth of HB 3561, "Oregon's 21st Century Act on Education". This sweeping act includes topics of length of the school year, students working outside the school, ungraded primary schools, and changes of teacher licensure. It is as yet unclear as to how the outcomes of this bill will impact upon teacher education.

Response to Violence

No state activity was reported in this area.



PENNSYLVANIA

Entrance Requirements

Pennsylvania permits IHEs to determine entrance and exit requirements for teacher preparation programs.

Requirements for Licensure—Regular

The Instructional I Certificate is a nonrenewable credential and is valid for six years. To receive this certificate, an individual must:

- complete an approved teacher preparation program;
- be recommended by the preparing IHE;
- hold a baccalaureate degree;
- pass a subject exam in their teaching area; and
- attain the following scores on the NTE core battery: professional knowledge, 643; general knowledge, 644; communication skills, 646.

Prior to employment, prospective teachers must undergo an FBI/Pennsylvania State Police criminal background check.

To be eligible for the lifetime Instructional II Certificate, individuals must complete:

- an induction program,
- 24 post-baccalaureate credits,
- three years of successful teaching, and
- coursework required by a district-developed professional development plan every five years until a master's degree is finished.

After receiving a master's degree, individuals are no longer required to pursue further professional development.

Requirements for Licensure—Emergency or Shortage-Driven

The state issues Emergency Certificates with educational obligations when a district verifies that it has not found a credentialed teacher. Individuals must complete the educational requirements during the first year of holding the credential and work toward full licensure for a renewal.

Requirements for Licensure—Alternative Preparation

Applicants with a bachelor's degree and who are enrolled in a teacher intern program can participate in one of 40 approved SCDE programs for alternative preparation. Candidates are required to pass the NTE communication skills, general knowledge, and specialty area tests with the same scores as required for regular licensure. The individual is required to apply for a letter of intern candidacy to be hired as a full-time teacher. When an individual secures a position, he/she receives an Intern Certificate. This is valid for three calendar years and may not be renewed. During the time the individual is teaching, he/she must complete the program developed by an SCDE, with the SCDE's supervision and support. After the candidate completes the teacher preparation program and passes the core battery and subject exams, he or she is eligible for an Instructional I Certificate.

Standards Boards

The Professional Standards and Practices Commission consists of 13 members: seven teachers, three basic education administrators, one IHE representative from a teacher preparation program, and two laypersons (one of whom must be an elected local board member). The commission advises the SBE on matters relating to teacher education, certification, and licensure. In addition, it develops and enforces standards for the professional conduct of teachers. The governor selects the commission members and the senate approves them.

Minority Teacher Recruitment

A coalition of representatives of state institutions of higher education and leaders in state education agencies enhance the participation of minorities in higher education by sponsoring a number of activities, including distributing printed materials.

Teacher Education Review and Study

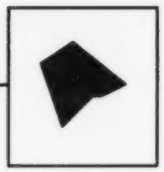
The decennial review of teacher education and licensure is currently taking place. Issues raised by the review likely will include alternatives to current testing, types of certificates, program approval procedures, greater collaboration between schools and teacher education institutions, and the implementation of outcome-based evaluation procedures within teacher education.

Every 10 years, Chapter 49, which consists of regulations on both teacher preparation and licensure, is reviewed by the SBE. A 10-year review will occur in 1993-94.

Response to Violence

The SBE and the House Education Committee agendas have included discussion of violence in schools. As yet, no further activity has occurred.

RHODE ISLAND



Entrance Requirements

The criteria for entry into a teacher education program include: interview prior to admission; a GPA at the time of admission that is 25 percent above the GPA required to remain in good standing at the IHE; and IHE measurement of individuals' reading, writing, speaking, listening, and math skills. To exit the teacher education program, individuals need to complete student teaching with a satisfactory grade, receive a positive recommendation from the supervisor of that experience, and have a GPA 25 percent higher than the IHE's GPA requirement for graduation.

Requirements for Licensure—Regular

The state issues three levels of credentials. To receive a three-year, nonrenewable Provisional Certificate, individuals must have:

- completed an approved teacher preparation program within the past five years or been approved through transcript analysis;
- passed the NTE core battery by earning scores of at least 657 in communication skills, 649 in general knowledge, and 648 in professional knowledge, or by earning a total score equal to the sum of the cut scores (1,954; no one score may be four points lower than the individual cut score); and
- earned at least 30 hours in a major other than education [for secondary and special-subject credentialing].

Those with a Provisional Certificate who complete six credits (three of which must be college credit) and have three years of documented teaching experience are eligible for the Professional Certificate. This five-year credential is renewable with nine credits (including six graduate credits in the person's subject) and verification of continued teaching.

Earning the Life Professional Certificate is optional and may be accomplished in one of three ways:

- Individuals with six years of teaching experience (three of which must be in Rhode Island) and a master's degree in their area from an approved program are eligible for the credential.
- Individuals with six years of teaching experience may obtain the credential by earning a master's degree in another education area and 15 additional graduate credits in their area.
- Candidates may earn a master's degree in an area other than education and 21 graduate-level credits in their area.

Those who meet all other qualifications for initial licensure except the standardized testing requirements are eligible to hold a one-year Temporary Provisional Certificate. This certificate may be renewed yearly up to three years provided the individual has received successful annual performance reviews. At the end of three years, the individual is eligible for a Provisional Certificate after meeting the requirements as listed above.

Requirements for Licensure—Emergency or Shortage-Driven

When no credentialed person is available to fill a teaching job, the state may issue an Emergency Certificate. For this credential to be renewed, candidates must have a bachelor's degree and complete at least six credits per year toward a Provisional Certificate. The district must again verify that it could not find a fully licensed teacher to fill the position. After a person has taught two years with this credential, this experience can count as student teaching if the person is working toward a Provisional Certificate through a teacher preparation program.

Requirements for Licensure—Alternative Preparation

An alternate route to teacher licensure is available at many SCDEs. Individuals with a bachelor's degree may have their transcripts reviewed and establish a plan for a professional education sequence to meet all of the professional education and content areas as the regular teacher education program. This program includes student teaching and usually lasts 18 months.

Standards Boards

There is currently no formalized standards board.

Minority Teacher Recruitment

A commissioner-appointed Minority Teacher Recruitment Task Force has conducted two studies. One study focused on barriers to minorities' entrance into teacher preparation programs and proposed strategies to remove them. A second study looked at barriers to minorities seeking employment as new teachers. The task force was composed of representatives from various ethnic and cultural groups, local districts, SCDEs, and the legislature.

Teacher Education Review and Study

The commissioner of education plans to convene a core group of individuals to co-host a larger group to examine such issues as teacher education program approval, certification, and professional development.

Response to Violence

The state's attorney general has formed a task force to study juvenile violence in schools. The task force includes police and court officers, superintendents, parents, teachers, students, and staff of the attorney general's office.

SOUTH CAROLINA

Entrance Requirements

To be admitted to an undergraduate teacher education program, students must:

- complete at least 60 semester hours of courses that meet the IHE's degree requirements (to be taken no later than one full semester before student teaching);
- have either a cumulative undergraduate GPR (Grade Point Ratio) of 2.5 on a 4.0 scale or a 2.0 GPR on undergraduate work and a score above the 50th percentile on the SAT or ACT compared to examinees taking the same test in South Carolina the same year;
- earn a passing score on the South Carolina Education Entrance Examination (a test of basic skills in reading, writing, and mathematics); and
- have professional recommendations from general education and teacher education faculty.

To be recommended for a teaching license, students must pass the NTE professional knowledge exam (i.e., earn a score of at least 642) and the NTE subject exams in their fields and complete a full semester of student teaching.

Requirements for Licensure—Regular

To be eligible for the Professional Certificate, graduates from an approved teacher preparation program need to pass the NTE exams and be fingerprinted for an FBI criminal background review. This credential is renewable every five years with six semester hours of either college credit or inservice work, three credits of which must concentrate on the content or the methodology of one's field and three of which may be outside of one's field.

Requirements for Licensure—Emergency or Shortage-Driven

Candidates who have a bachelor's degree in an area of critical shortage as determined by the State Board of Education, pass the NTE subject exam for that field, and receive an LEA employment contract may participate in the two-year Critical Needs Certification Program. After successful participation in a two-week preservice training institute at Winthrop College, participants are issued Provisional Certificates and then teach for two years. Participants are required to attend workshops, complete a two-week in-service institute, and complete three graduate courses in education during the program (which lasts at least two, but no more than three, years). After completing the educational requirements and teaching successfully for two years, candidates are eligible for the Professional Certificate. The state pays all fees for training and supervision except for the three courses.

Requirements for Licensure—Alternative Preparation

In response to military downsizing, a proposal was reviewed and approved by the SBE to establish an alternative program for military personnel wanting to enter the teaching field. This pilot program, supported by the U.S. Department of Labor, accepts exiting military personnel who wish to teach in the areas of math, biology, foreign language, special education, or industrial technology. Individuals with or without a bachelor's degree enroll in Clemson University to meet the same requirements as those in the general undergraduate teacher education program. The one exception is that student teaching is replaced by a paid internship with a master teacher in a local school. Local districts cover the internship costs. The program is slated to begin in 1993-94.

Standards Boards

The 12-member Professional Review Committee (PRC) advises the SBE on program standards and teacher education program approval. The PRC consists of:

- two members of the SDE (one of whom must be the director of teacher education and certification);
- one district-level school administrator;
- one building-level school administrator;
- two teachers;
- three representatives of public IHEs; and
- three representative of private IHEs.

The members are appointed by the SBE on the recommendation of the state superintendent. The group recently made recommendations to the SBE on standards for M.A.T. programs.

South Carolina

Minority Teacher Recruitment

The state funds the South Carolina Teacher Recruitment Center with approximately $886,000 per year. The center sponsors the Teacher Cadet Program and ProTeam Program. The Teacher Cadet Program encourages high school students to enter teaching and to participate in a variety of activities, including attending college courses. A priority of the program is the recruitment of minority students. The Teacher Cadet Program operates a successful counseling program, College Help Line, to help participants with the college application process and provide some trips to college campuses.

The recruitment center also sponsors the ProTeam program to foster middle school students' and their parents' interest in, and awareness of, college opportunities. This program includes an exploratory course, club activities for minority students interested in a teaching career, and community service. The program will receive $138,413 from the legislature to 1993-94 programs in 45 schools. A club to sustain interest in college is planned for those who complete the ProTeam program.

Teacher education programs at two historically Black institutions, Benedict College and South Carolina State College, receive state funding (approximately $200,000 total for each) to recruit high school seniors and nontraditional students and facilitate their progress through the programs. These IHEs have formed a partnership with the South Carolina Center for Teacher Recruitment. Funding for the partnership is separate from the Teacher Cadet Program.

Teacher Education Review and Study

In fall 1992, the state superintendent appointed a Program Approval Committee for Teacher Education. Fifteen people, including college deans, a superintendent, a principal, and a classroom teacher, were charged with formulating recommendations to be considered by the SBE for revision of the teacher education program approval process. The group is looking broadly at the process with the goal on continuous improvement and will look at specific accreditation groups as committee action proceeds. A position paper is slated for completion in December 1993 with the goal of implementing legislation in July 1995.

A long-term project of development of curriculum frameworks is continuing. Pilot materials were developed for math, fine arts, and foreign language. This extensive effort gives definition to course content and thereby has impact upon teacher education curriculum.

With funding provided by the Department of Development, the South Carolina Commission on Higher Education announced RFPs for projects to involve former military personnel in teacher aide positions. Two and four-year colleges and local schools are collaborating on proposal applications.

Response to Violence

In 1990, the state legislature passed the Safe Schools Act. As a follow-up, the SBE developed in 1991 a Safe School Checklist for schools to assess their safety and overall security. Schools are required to report their findings. The Safe Schools Act and the subsequent checklist focus on behavior, weapons, drugs, security procedures, and police/public agency involvement.

SOUTH DAKOTA

Entrance Requirements

To enter a teacher preparation program, students need a 2.5 undergraduate GPA and demonstrated competence (as determined by the SCDE) in literacy, mathematics, and general knowledge. To exit a program, candidates must have three semester hours in Native American studies, a reading course in their subject area, and three semester hours in human relations.

Requirements for Licensure—Regular

After completing an approved teacher education program, an individual is eligible for a five-year Standard Certificate. This can be renewed with six semester hours of credit.

Requirements for Licensure—Emergency or Shortage-Driven

An Authority-to-Act, valid for one year or less, may be issued at the request of a school administrator to provide temporary endorsement for a person who has a certificate but is not fully qualified for the assignment.

Requirements for Licensure—Alternative Preparation

The SBE has passed SDE-proposed guidelines for programs of alternative preparation for licensure. To be eligible, individuals must:

- have a bachelor's degree with a major in a subject for which a person can earn a credential;
- need at least 12 semester hours to complete required secondary education courses;
- lack student teaching experience; and
- have the employing district's consent that it will cooperate in an alternative program.

Interested individuals are directed to an SCDE, where their transcripts are evaluated and a course of study to be completed within three years is designed for the credential. Upon completion, applicants submit two recommendations from former professors, official transcripts of all undergraduate and graduate work, a course outline signed by both the SCDE contact person and the district superintendent, and an application for a limited credential to the SCDE. Candidates are then issued a one-year, limited credential. If the candidate remains employed in a cooperating school district and completes additional hours as planned by the SCDE, the credential may be renewed twice. The contact person from the SCDE is responsible for supervising candidates, although the district provides supervision, direction, and an orientation to individuals before they enter the classroom. At the end of the process, individuals could be recommended for a five-year Standard Certificate.

Standards Boards

The South Dakota Advisory Council on Certification of Teachers and Educational Issues was newly established through HB 1384, passed in 1991. The 12 members, appointed by the governor, include:

- six teachers;
- school administrators; and
- representatives from state colleges and universities offering teacher education.

Among the group's responsibilities are suggesting criteria and procedures for evaluating teacher education programs and recommending teacher licensure requirements and renewal standards.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

No state activity was reported in this area.

Response to Violence

No state activity was reported in this area.

TENNESSEE

Entrance Requirements

To enter a teacher education program, an individual must have a 2.5 GPA on all undergraduate work and attain the following minimum scores on the P-PST examination: mathematics, 169; reading, 169; and writing, 172.

Requirements for Licensure—Regular

To obtain a five-year Probationary License, applicants must have a bachelor's degree in an approved teacher preparation program and pass the NTE core battery and appropriate area tests. Passing scores on the core battery are 651 in communication skills, 647 in general knowledge, and 643 in professional knowledge.

Credential holders participate in an induction program during the first year of teaching. Those who receive a positive evaluation for the first year are eligible for a three-year Apprentice License. After teaching for four years, individuals are eligible for a 10-year Professional Certificate. To renew this license, the applicant teaches for five of the 10-year validity period of the license and completes a master's degree or six semester hours (eight quarter hours) of coursework. If applicants do not have the five years of teaching experience, they must complete the coursework no later than one year before the credential is renewed.

When individuals receive a Professional License, they may elect to join the state's career ladder program. This system affects the level of participating teachers' salaries.

Requirements for Licensure—Emergency or Shortage-Driven

When a district cannot find a credentialed person to fill a teaching position, the superintendent may present a notarized statement requesting a Probationary Permit. There are no educational requirements for the holder of the permit. Starting in 1994, the Probationary Permit may be issued only three times per individual.

Requirements for Licensure—Alternative Preparation

Tennessee has several alternative teacher preparation options. Individuals with a bachelor's degree, four hours of education courses, and an employment contract are eligible for a one-year Interim Probationary License. They are required to complete six semester hours of professional education courses before the credential is renewed and to meet the same licensure requirements as required for the traditional credential. Starting in 1994, this credential may be issued only three times.

A second alternative preparation is the post-baccalaureate or fifth-year program. This 12- to 15-month program does not involve an employment contract but has a one-year internship. Requirements for entry are a bachelor's degree and a 3.0 GPA. The program is not designed to meet requirements for a master's degree.

A third type of alternative, an experimental program started in summer 1993 at three IHEs, involves students in summer institutes and activities with mentors. Paraprofessionals are also included in the programs.

Standards Boards

The legislature has authorized the SBE to set standards and regulations for all licenses. The State Certification Commission recommends certification standards to the SBE. The commission's 13 members include four teachers, two principals, one superintendent, one other local administrator, one public SCDE representative, one private SCDE representative, one state agency representative, and two lay members. An advisory committee to the SBE recommends new licensure standards and teacher education policy. The commission is now working on career ladder issues.

Minority Teacher Recruitment

The Tennessee Higher Education Commission (THEC) funds a Minority Teacher Education Matching Grant program which provides funds to higher education institutions on a competitive basis to encourage nontraditional minority students to pursue careers in education. Six public and three private institutions now receive grants.

Teacher Education Review and Study

The SBE's advisory committee is reviewing standards for supervisors, principals, assistant principals, social workers, and guidance counselors. To date, the review does not include standards for teachers.

Response to Violence

Tennessee has several efforts to address school violence:

- Districts must provide an alternative school for students with discipline problems and make in-school suspensions part of their overall school plan. They also are urged to include plans for early identification of discipline problems.
- The Drug Free Schools Act of 1986 has been revised to fund violence prevention activities.
- Positive Attitudes in Tennessee, a state agency initiative, is a professional development program focusing on school climate, settling of disagreements, and solving problems. It is supported through state, Chapter 2, and the Drug-Free Schools funds.

TEXAS

Entrance Requirements

To enter a teacher education program in Texas, individuals must:

- have junior standing;
- pass the Texas Academic Skills Program (TASP) with a scaled score of 220 (i.e., have scores approximately at the 70th percentile in math, reading, and writing); and
- demonstrate proficiency in oral language and information technology management (through courses or exams).

There is a ceiling of 18 semester hours on the professional education courses that may be required for the bachelor's degree (including student teaching but not special education, English as a second language, or reading requirements).

As a result of legislation enacted in the 72nd Legislative session, eight Centers for Professional Development and Technology were funded by the SDE. Each center is a collaborative of teacher educators, educational service centers, local school districts, business/industry, and teachers. Centers focus on field-based, outcomes-based teacher preparation. The activity of the center includes a field-based or clinical approach for junior and senior teacher education students and staff development for current teachers. The eight centers were implemented in 1992-93, and additional centers are planned for 1993-94.

Requirements for Licensure—Regular

Candidates for a teaching credential must pass at least two tests of the Examination for the Certification of Educators in Texas (ExCET), one in professional development and one in their subject or specialty, to obtain their first credential. They take additional tests for additional endorsements or credentials. The scores required vary by teaching field. All credential candidates in Texas must undergo a criminal background check. A statute requires that parents be notified if their child is being taught by a nonlicensed teacher unless the teacher has a legitimate permit or at least 24 credit hours in his or her subject.

Individuals who successfully complete an approved teacher education program are eligible for a Lifetime Provisional Certificate. Individuals with a graduate degree and a special service certificate (e.g.: counselors, supervisors, reading specialists, school nurses, and school psychologists) are eligible for the Lifetime Professional Certificate. Both credentials require a bachelor's degree, a recommendation from the teacher education program, and a criminal records search.

Requirements for Licensure—Emergency or Shortage-Driven

To qualify for an emergency teaching permit, an individual must have a bachelor's degree and a signed statement from the hiring superintendent attesting that no certified candidate is available. After the individual is granted the teaching permit he/she must go through a SCDE to determine a plan to become fully qualified. The one-year permit is renewable provided the individual is working towards eliminating the deficiencies.

Requirements for Licensure—Alternative Preparation

Twenty-three approved alternative programs are offered through districts, service centers, and university campuses.

Candidates with a bachelor's degree and a minimum GPA of 2.5 (overall and in content areas) may be eligible for a credential in the Alternative Teacher Certification Program. They must pass the TASP (with the same scores required for entrance into a teacher education program), demonstrate proficiency in oral language, and demonstrate skill in use of information technology. Bilingual candidates must pass an oral and written exam. Individuals meeting the above requirements are given Probationary Certification Status, which permits them to teach while participating in the program. Individuals must complete three to six hours of work in reading and any other preparation deemed necessary by the particular program before employment. They are supervised by a mentor and must be appraised twice in the year by two different evaluators using the Texas State Appraisal System. Program sponsors must advise the Texas Education Agency (TEA) how the intern will be evaluated. The program may last between one and two years. Prior to completing the program, individuals must pass the ExCET. Most programs have additional screening processes.

Texas

Standards Boards

The Commission on Standards for the Teaching Profession, an advisory panel to the SBE, is responsible for reviewing and approving teacher education programs. Matters relating to credentials for teachers are reviewed by the commission before the TEA considers them for final action. The commission's 16 members include teachers, principals, other administrators, public SCDE representatives, IHE representatives, and a state agency representative. Each group nominates members and the SBE approves these nominations, taking into account the commissioner's recommendations. The commission recently considered adopting separate standards for junior high/middle school teacher education programs and is working on outcomes-based teacher education processes which are to be established by September 1, 1997.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

The new Centers for Professional Development and Technology are being thoroughly reviewed and evaluated. Outcomes of these reviews will be the potential basis for suggestions to improve teacher education on campuses and in the field-based arena.

Response to Violence

Recent Texas legislation gives school officials more power to act on situations of violence within schools.

UTAH

Entrance Requirements

Each IHE sets its own admission standards and exit requirements.

Requirements for Licensure—Regular

Graduates of teacher preparation programs may obtain a Basic Certificate, which is valid for four years. A person with the Basic Certificate who teaches for at least two of those years is eligible for a Standard Certificate. This credential is valid for five years. If a person teaches for at least three out of five years, he or she will automatically be relicensed. Utah requires fingerprinting and background checks of new teachers.

Requirements for Licensure—Emergency or Shortage-Driven

Utah issues Letters of Authorization to districts to employ individuals who have not completed a teacher education program. Districts must show that a credentialed, qualified person was not located for the advertised teaching position. Individuals hired under a Letter of Authorization must meet requirements for a Basic Certificate by the end of the year in which the letter is issued (although in special education, Letters of Authorization may be issued for two or three years, by which time the individual must complete requirements).

Utah offers Eminence/Special Qualifications Certification for those without formal teacher preparation to teach up to two periods per day. Eligibility depends on the applicants' expertise in the subjects to be taught. Such credential holders are assigned mentors who supervise and evaluate them and are not required to take education courses.

Requirements for Licensure—Alternative Preparation

Utah offers the Alternative Preparation for Teaching (APT) Program. This program is jointly administered by a mentor teacher, a school district representative, and an SCDE representative. They design an APT Program in elementary, special education, or secondary education for an individual candidate or a cohort of candidates; the program must be approved by the SDE prior to implementation.

Eligible individuals must:

- hold a bachelor's degree (or demonstrate equivalent experience);
- comply with fingerprinting and background checks;
- demonstrate talents and abilities related to an area of teaching;
- have a teaching position in the district; and
- have five years of experience related to the proposed teaching area.

With state approval of the plan, the SDE will issue an APT Certificate that allows the individual to teach for two years in the subjects listed on the credential. Individuals are supervised by a licensed teacher over the two years and are eligible for state licensure when they meet all requirement for a Basic Certificate. The district establishes the salary and benefits for the candidate and guarantees time for mentor teachers to observe and evaluate participants.

Standards Boards

The State Advisory Committee on Teacher Education advises the SBE on credentialing standards and includes:

- four superintendents;
- four principals;
- six teachers;
- six SCDE representatives;
- one other IHE representative; and
- one representative each from a state professional association, the Board of Regents, the school boards association, and the local teacher education association.

The Utah Professional Practices Advisory Committee considers ethical issues of education as they pertain to certification standards of educators accused of misconduct. The 11-member board (six teachers and five other types of educators) make recommendations to the SBE.

Utah

Minority Teacher Recruitment

No state programs were reported in this area, however, deans of education and others support legislation that amends current regulations and isolate scholarship monies for minorities entering teacher education.

Teacher Education Review and Study

The Blue Ribbon State Planning Coordinating Committee is composed of teachers, leaders in staff development, principals, and representatives of the Utah Education Association. The committee is charged with revising and restructuring Utah's certification and program approval standards. Work has focused on such topics as personalized education for students, integrated curriculum, site-based decision-making, technology management preparation, classroom management, and models of collaboration between SCDEs and local schools. An outgrowth of the state's K-12 strategic planning, the committee is slated to report to the SBE in fall 1993.

The state has suspended rules for subject-specific certification for a nine-district consortium. The schools operate in an "open" environment with the personalized needs of children as the chief goal. Proposed changes were submitted to the SBE. Evaluation of the nine schools may have an impact on future teacher education policy.

Three teacher education institutions have been operating on a pilot basis related to the new NASDTEC outcomes-based standards. One of these institutions is targeted for outcomes-based program approval in fall 1993.

Response to Violence

In the last legislative session, monies were allocated to study violence in the schools and fund preventive measures. Activities are in progress.

VERMONT

Entrance Requirements

To enter a teacher education program, applicants must have a B average in their major and demonstrate competence in writing, speaking, and math through IHE-determined means. To be admitted to student teaching, students must maintain a B average, meet criteria for skills required for their endorsement, and receive the recommendation of the IHE. Effective July 1995, graduates must have a liberal arts or science major.

Vermont is setting up a process for a portfolio assessment of prospective teachers enrolled in educational preparation. Program standards for the portfolio assessment are in the planning stages.

Requirements for Licensure—Regular

Individuals are eligible for the Beginning Educator's License when they have successfully completed an approved teacher education program. This license is valid for two years and is renewable indefinitely. The Local Standards Board recommends teachers for renewal of the Beginning Educator's License. Those not employed in public education request consideration directly through the licensing office.

The Professional Educator's License is issued for a period of seven years to individuals who have taught at least two years under a Beginning Educator's License and who demonstrate the ability to plan instruction, maintain a positive learning environment, conduct learning experiences for individuals and groups, and demonstrate knowledge of content areas. Those employed in public education can renew this license upon completion of an Individual Professional Development Plan approved by the Local Standards Board, which requires a minimum of 9 credit hours or the equivalent applicable to teach endorsement held.

Requirements for Licensure—Emergency or Shortage-Driven

The Standards Board for Professional Education (SBPE) may waive one or more requirements for initial licensure when all of the following criteria are met:

- there is a severe shortage of licensed teachers in the field for which the candidate is seeking a license;
- a district cannot find a licensed teacher for a position;
- a candidate possesses extraordinary compensating qualifications (as determined by the SBPE); and
- a joint request from the superintendent and the candidate is presented, documenting that these criteria are met and specifying both the supervision the candidate will receive and the steps to be taken to find a licensed teacher.

This one-year waiver is nonrenewable; at the end of the year, individuals must meet the requirements for licensure to remain in the position.

Requirements for Licensure—Alternative Preparation

Under certain circumstances, individuals may earn a Vermont teaching license through peer evaluation. To initiate the evaluation process, individuals must demonstrate that they have experience, competence, and qualifications in the field in which they wish to teach. School administrators are eligible to earn a license through this process.

Standards Boards

The Standards Board for Professional Educators (SBPE) recommends standards to the SBE for approval and enactment. The board is composed of:

- 12 teachers;
- three public representatives (one from the public at large and two school board members);
- three representatives of teacher preparation institutions (two public, one private);
- one superintendent;
- one principal;
- one special education coordinator;
- one area vocational director;
- one supervisor; and
- the commissioner of education (ex officio).

The group's three permanent standing committees oversee teacher and administrator relicensing, and higher education (the latter oversees training of visiting approval teams, prepares the SBPE for the review of the teams' findings, and coordinates efforts of IHEs to provide inservice coursework).

Each school district has a standards board to review and recommend teachers for renewal. Each local board includes at least five educators. There are five regional standards boards with an administrator majority that review and recommend administrators for renewal.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

No state activity was reported in this area.

Response to Violence

No state activity was reported in this area.

VIRGINIA

Entrance Requirements

Virginia does not mandate entrance requirements for teacher education programs. For undergraduate programs, there is an 18-hour "cap" on professional studies that does not include clinical preparation. In those institutions which have chosen to implement five-year preparation programs resulting in graduate degrees, the 18-hour limit on professional studies is not applicable.

Requirements for Licensure—Regular

To receive an initial license, individuals must earn a bachelor's degree, complete an approved teacher education program, and earn the following NTE scores on the core battery: communication skills, 649; general knowledge, 639; professional knowledge, 639. Candidates also must pass tests in their subject areas. This initial license, the Collegiate Professional Certificate, is a five-year renewable credential.

The Post-Graduate Professional Certificate is a renewable credential that requires a graduate degree and three years of successful teaching. Both the Collegiate Professional and the Post-Graduate Professional Certificates are renewable after five years if the teacher completes 180 professional development points through the recertification point system. Among the 10 options for earning these points are participation in coursework, educational projects, publications, and educational travel.

Requirements for Licensure—Emergency or Shortage-Driven

Virginia does not offer an emergency license. There is a Conditional License which can be issued to individuals who hold a license in a specific area and have been offered a contract to teach in a special education setting. This Conditional License is valid for three years in which time the teacher pursues certification in special education.

Requirements for Licensure—Alternative Preparation

The SDE developed guidelines for an alternate route that allows individuals who have not completed an undergraduate teacher preparation program but who have a bachelor's degree in an academic area and an LEA employment contract to obtain a three-year Provisional Certificate to teach in K-12 programs. They must complete nine semester hours of professional studies either before or during their teaching experience. These courses may be taken at an accredited college or university or at a state-approved LEA alternative program. When individuals holding the Provisional Certificate meet all requirements for the regular Collegiate Professional Certificate, the state grants them that credential.

Standards Boards

The Advisory Board on Teacher Education and Certification serves in an advisory capacity to the SBE. The 19 members must consist of one representative of personnel administrators, one from the business community, nine teachers, one superintendent, one local board member, two SCDE representatives, one public IHE representative, one private IHE representative, and two lay members.

The board is comparing teacher education program standards and licensure regulations with reform recommendations proposed in the statewide effort, Virginia's World-Class Education Initiative.

Minority Teacher Recruitment

Several SDE project teams are involved in study and review of teacher supply and demand and minority teacher recruitment.

Teacher Education Review and Study

The SDE has a World-Class Education Initiative with outcome-based approaches, which is now placed on hold for action by the governor's directive.

Response to Violence

Virginia produced *Violence in Schools—Recommendations for Action by the Education Summit.* The summit group included representation from education associations and was supported by the state secretary of education, superintendent of public instruction, and the Division of Legislative Services. Presented in April 1993, the report provides numerous recommendations including teacher preparation programs that assure preservice training and development of skills including mediation resolution, understanding of cultural diversity, and classroom management.

These recommendations are parallel to the following recent bills related to school violence and safety:

- SB697 and HB1603 make the possession or transportation of a handgun or assault weapon by a juvenile a Class 1 misdemeanor;
- HB 1341 establishes a local school's right to set up a school crime line for students to report unlawful acts occurring in school via a confidential, anonymous system; and
- HB2360, a comprehensive school crime and prevention act.

WASHINGTON

Entrance Requirements

Washington specifies entrance requirements for its teacher education programs and will begin implementation of an exit examination within the next three years. For entrance into teacher education programs, individuals must have:

- a 2.5 GPA in their most recent 45 quarter hours of collegiate study;
- competence in reading, writing, and communication; and
- a score that at least meets the statewide median for the Washington Pre-College Test (or a comparable score on the SAT or ACT).

Requirements for Licensure—Regular

To earn an Initial Certificate, individuals must:

- complete an approved teacher education program;
- have evidence of good moral character; and
- undergo fingerprinting clearance.

The Initial Certificate is a four-year credential that a person can renew for an additional three years by taking 15 quarter hours of approved credit.

To obtain a Continuing Certificate, an individual must:

- teach one year;
- take 45 quarter hours of postbaccalaureate courses or earn a master's degree; and
- obtain at least two subject area endorsements.

Every five years, teachers must complete 150 clock hours of continuing education to maintain this credential.

Requirements for Licensure—Emergency or Shortage-Driven

When a district demonstrates that it cannot locate a licensed professional for a teaching position, it may request the issuance of a Conditional Certificate. The Conditional Certificate may be granted to persons who have special expertise but no pedagogical preparation. Those holding a bachelor's degree and a Washington license in nursing, occupational therapy, or physical therapy also can serve in schools under this provision. Districts must request the credential, provide the candidate with a mentor, and, in cooperation with the mentor, develop a plan to assist the individual with teaching duties.

During the first 60 days of employment, holders of the Conditional Certificate must complete 60 clock hours (four semester hours or six quarter hours) of coursework approved by the school district superintendent. The credential is valid for up to two years for the specific assignment and may be renewed at two-year intervals thereafter. For each of these subsequent renewals, the individual must complete 60 clock hours of coursework.

Requirements for Licensure—Alternative Preparation

The Internship Certificate Pilot Project allows cohorts of individuals to teach while taking teacher preparation coursework. The Internship Certificate is a one-year credential renewed only under special circumstances and may be issued to people holding a bachelor's or master's degree with 30 semester hours in an endorsement area and five years of work experience deemed relevant by an IHE.

Prior to receiving the internship certificate, candidates must be admitted to an internship preparation program approved by the SBE and have a district employment contract. Participants must take 10 out of the required 30 semester hours of education courses before the beginning of the school year. The courses must include (but are not limited to) child or adolescent psychology, classroom management, methods of instruction, the legal responsibilities of the professional educator, reading in the content area, and the safety and supervision of children (including 40 hours of observation of students in learning situations). Participants must then take three semester hours each semester of the school year and 10 additional semester hours the summer after their first year of teaching.

The individuals participate in an IHE-sponsored, three-hour seminar every week while they teach under the Internship Certificate. IHEs assign college supervisors, and districts assign mentors, to support the interns while they teach. The year of internship teaching is deemed comparable to the SBE student teaching requirement. When candidates complete the 30 semester hours and the year of teaching, they are eligible for the Initial Certificate.

The Instructional Specialist Certificate is a second alternative credential. This credential is for individuals of "unusual distinction or exceptional talent as demonstrated through state or national records of accomplishments and/or awards." Only districts may request these credentials for a specific teaching vacancy The credentials are valid for up to two years.

Districts and participants collaboratively develop a written plan of assistance for the new teacher. Within 60

Washington

working days, the individuals must complete 60 clock hours of coursework in pedagogy and child or adolescent development. The credentials may be reissued after two years if the holder completes 60 clock hours of course work approved by the employing school district.

Standards Boards

The Professional Educational Advisory Committee (PEAC) is appointed by the SBE to review standards for certification, licensure, and program approval. The 30 members represent the education community, legislature, general public, and deans from both public and private SCDEs. The PEAC's recommendations are considered by the SBE in its decision-making process. Recent work of the PEAC addressed the Internship Certificate Program, the Instructional Specialist Certificate, and outcome-based teacher education standards.

Each IHE's teacher preparation program has a Professional Educational Advisory Board (PEAB); these boards work with local practitioners. One-half of a PEAB's voting membership must be composed of professional practitioners who are from districts near the IHEs and who work with the institution on such areas as professional program development and placement.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

With the adoption of new state education reform bills, the governor's State Educational Reform Council was formed. A major charge for this group is the development of essential student-learning outcomes along with valid, authentic assessments the year 2000.

Response to Violence

During its last session, the legislature passed a bill outlawing weapons on school property.

WEST VIRGINIA

Entrance Requirements

There are no state-mandated requirements for entering teacher education programs in West Virginia. However, persons must complete a SBE-approved teacher education program as part of the state's licensure requirements. Such programs typically require students to pass the P-PST.

To exit a teacher education program, an individual needs P-PST scores of at least 172 in reading, 172 in mathematics, and 171 in writing. Institutions must develop and administer their own assessments of speaking, listening, and computer literacy. They also typically require students to pass one of 45 West Virginia content specialization tests. (There are 55 areas in which a candidate can receive a license.) The state requires programs to assess candidates' performance during student teaching. This assessment must be verified by both public school and higher education supervisors.

Requirements for Licensure—Regular

The state issues the Professional Certificate to individuals who complete an accredited (NCATE) college's SBE-approved teacher preparation program, hold a bachelor's degree, and either have 2.5 overall GPA or pass state subject matter tests. Initially, the Professional Certificate is valid for three years. When the holder completes a beginning teacher internship, six semester hours of appropriate college credit as defined by State Board Policy 5202, and three years of appropriate experience, the credential may be converted to a Professional Certificate (valid for five years). Once they have this five-year credential, individuals may obtain a Permanent Certificate by either earning a master's degree and completing five years of educational experience or renewing the five-year credential twice.

Requirements for Licensure—Emergency or Shortage-Driven

West Virginia issues a one-year permit to persons willing to teach in shortage areas. The candidates must hold a bachelor's degree. The permit may be renewed as long as the holder completes six credit hours per year in an approved SBE program. To be fully credentialed, candidates must graduate from such a program and meet all appropriate requirements within five years.

If a district cannot find a fully credentialed teacher to teach a particular subject, a credentialed teacher may be assigned to teach out-of-field without additional preparation.

Requirements for Licensure—Alternative Preparation

Senate Bill #1 (passed in 1990) authorized the creation of alternative programs for the education of teachers. Individual schools, individual school districts, consortia of schools, or regional education service agencies may submit alternative plans to the SBE for approval. In their plans, the groups must show evidence of having sought joint sponsorship of their training program with IHEs.

Eligibility criteria include:

- a bachelor's degree in a discipline taught by the public schools;
- a 2.5 overall GPA;
- passing a SBE-approved basic skills and subject-matter tests or demonstrate three years of successful experience in the area of licensure;
- U.S. citizenship (aged 18 of good moral character and "physically, mentally, and emotionally qualified to become a teacher"); and
- no previous completion of a state-approved teacher preparation program.

After passing the SBE-approved tests, a document permitting employment as a teacher is issued. With an offer of employment, an individual is issued an Alternative Program Teacher Certificate, which is a one-year, temporary certificate. With this certificate, they participate in SBE-approved alternative preparation programs. West Virginia's Alternative Preparation Program includes a 20- to 30-day period of instruction, a period of classroom responsibilities, and evaluation by a professional support team.

In addition to the new alternate program for teacher preparation, SCDEs may design alternate route programs that remediate individuals' deficiencies in professional education or subject areas.

Standards Boards

The Council on Professional Education (COPE) advises the SBE and the state superintendent on teacher education, staff development, and certification. The council has 13 teachers (representing general, vocational, and special education), and one person representing the student support services area. Appointed members include two lay citizens, six public school administrators, and five IHE representatives. COPE issues annual reports to the

West Virginia

SBE, the Board of Trustees, the Board of Directors, and the education committees in the legislature.

The state also has a five-member Certification Appeals Board (CAB) which provides an appeals process for individuals related to interpretations of certification regulations.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

There are four initiatives in the area of teacher education and study:

■ University System

In spring 1992, the University System Board of Trustees charged the state universities to study their teacher education programs. Using in-house staff, this group provided a thorough review for the Board of Trustees.

■ Legislative

The Higher Education Advocacy Team, appointed by the legislature in spring 1992 with work to be completed in spring 1993, examined the role of higher education in West Virginia. The resultant Higher Education Act for West Virginia gives authority for teacher education program approval to the Higher Education Boards and advocates one accrediting agency for all SCDEs. The act was passed by the legislature in spring 1993.

In spring 1993, as part of the Higher Education Act, the West Virginia governor appointed a new council composed of key leaders in K-12 and higher education areas. This council will report to the legislature on teacher education and certification.

■ State Board

The Draft Policy 5000, somewhat contrary to portions of the Higher Education Act, reflects the intent of the SBE to have involvement of NCATE and NCATE reviews up to each IHE. This policy has not yet been approved by the SBE.

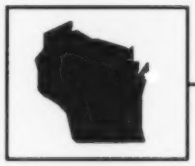
■ Executive Board

In spring 1993, as part of the Higher Education Act, the West Virginia governor appointed a new council composed of key leaders in K-12 and higher education areas. This council will report to the legislature on teacher education and certification.

Additionally, the governor recently appointed a Secretary of Education and the Arts. This cabinet member has shown a positive interest in teacher education. Currently, the Teacher Education Advisory Committee, which includes all heads of teacher education in the state, representatives from the higher education governing boards, and the SBE, is working with the Secretary of Education and the Arts to more clearly define relationships between the state boards and higher education.

Response to Violence

No state activity was reported in this area.



WISCONSIN

Entrance Requirements

State requirements for entering teacher preparation programs in Wisconsin include a 2.5 GPA on at least 40 semester hours of credit and adequate scores on the P-PST (minimums of 175 in reading, 174 in writing, and 173 in mathematics). IHEs may waive the GPA or P-PST requirement for up to 10 percent of the entering class of teacher education students as long as the institution has another way of determining student competence.

Each student must complete a human relations requirement of a minimum of 50 clock hours of experience divided specifically among adult and young members of backgrounds different from the individual's, members of disability groups, and of low-income background.

Legislation became effective August 1993 to require all students in elementary education to have 12 semester credit hours of mathematics, 12 semester credit hours of science, and 12 semester credit hours of social studies with three hours in each category reflecting the scope and sequence of curriculum as taught in elementary grades. A state requirement is already in place for 12 semester credit hours of reading and language arts for students of elementary education and six hours of reading and language arts for students of secondary education.

Requirements for Licensure—Regular

The requirements for an Initial License are successful completion of an approved program, a bachelor's degree, and a recommendation from the certification officer of the IHE. Teachers must renew this credential every five years by earning six semester credits at an institution with a state-approved teacher education program, or the equivalent in professional education (i.e., 180 clock hours of pre-approved DPI professional activities in areas directly or substantially related to their license(s) and/or related to professional competency).

Requirements for Licensure—Emergency or Shortage-Driven

Districts may request the issuance of an Emergency Permit when a qualified, credentialed individual cannot be located to fill a teaching position. This permit authorizes an individual with a bachelor's degree to serve in one assignment for one school year. Candidates must complete six semester hours of coursework in an approved program to be considered for the credential again.

Requirements for Licensure—Alternative Preparation

In 1991, the Wisconsin legislature passed the Professional Teaching Permits: Math and Science Act (Statute 118-192) which provided for the Alternative Program for Careers in Science and Mathematics allowing individuals with five successful years of work in math and science or related areas to gain a permit to enter education. The individual must have a bachelor's degree, a passing score on the NTE in the area of focus (math and science), and participate in 100 clock hours of preparation established by the Department of Public Instruction.

This permit-holding teacher is not the teacher-of-record, does not evaluate students, and does not determine curriculum—they operate under the supervision of a fully licensed teacher and are meant to enhance the quality of instruction within K-12 classes. This two-year permit can be renewed indefinitely.

The legislature is discussing the inclusion of music, art, foreign language, and computer science in the permit coverage. It is also proposed that supervising teachers be allowed to supervise more than one permit holder.

Additionally, the state permits innovative and experimental alternative teacher education preparation programs developed by IHE's and approved by the Department of Public Instruction.

Standards Boards

The 18-member Advisory Council for Teacher Education and Certification advises the DPI on licensing and program approval standards. The council includes:

- five teachers;
- four administrators;
- four IHE representatives;
- one student; and
- four lay members.

The group is considering guidelines for innovative and experimental programs as well as a report made by the Commission on Schools for the 21st Century, a group jointly appointed by the governor and the state superintendent. Some of the recommendations in this report include the establishment of more effective recruitment programs to attract minority teachers, greater emphasis on outcome-oriented instruction in teacher training programs, and the revision of teacher licensure to be based on demonstrated competence.

Wisconsin

Minority Teacher Recruitment

By state mandate, all IHEs must have a plan to recruit minorities into teacher education. Plans must include efforts for retention and completion. The DPI sponsors "Teacher World," a special program presented in schools to attract high school juniors into teaching. There are three innovative, experimental teacher preparation programs that focus on the recruitment of minority teachers.

Teacher Education Review and Study

In February 1993, the Wisconsin Association for Colleges of Teacher Education, the Wisconsin Department of Public Instruction, and others sponsored a conference that provided a beginning for dialogue regarding all aspects of teacher education. This session served as a review to determine the degree of success in complying with the 1986 program approval rules and provided a springboard for future teacher education considerations including career-long, continuing education needs of teachers.

Response to Violence

In September 1993 a jointly sponsored conference titled "Violence in the Rural Community" was sponsored by the National Center Regional Education Lab and the College of Education, University of Wisconsin, Plattville.

WYOMING

Entrance Requirements

Admission and exit requirements for teacher education programs are determined by IHEs.

Requirements for Licensure—Regular

Individuals who successfully complete an approved teacher preparation program are eligible for a Standard Certificate. The Standard Certificate is renewable every five years if the holder completes five credits. These credits can be earned through university coursework, SDE workshops, approved local staff development programs, approved individual professional development plans, or professional growth credit.

Requirements for Licensure—Emergency or Shortage-Driven

Temporary Employment Permits are issued to those individuals with a bachelor's degree and training in the subject for which the district needs a teacher. The one-year, nonrenewable permit allows persons to be hired by districts unable to fill a position with a fully credentialed teacher. These individuals teach under supervision during the year and are not required to take any additional courses during that time.

A Temporary Certificate is issued to licensed individuals to teach out of their field. The individual must have two-thirds of the required coursework needed to be licensed to teach in an area other than his/her licensed area. A teacher shortage must be verified for the subject area under consideration. The individual must present a plan for completion of coursework needed to meet licensure requirement.

Requirements for Licensure—Alternative Preparation

No alternative programs were reported at this time.

Standards Boards

On July 1, 1993, the SBE established an autonomous Professional Standards Board. The board establishes rules, makes judgments on licensure exceptions and petitions, and makes decisions on license revocation. The 13 members were appointed by the state superintendent and must have the following representation:

- two teachers, K-6;
- two teachers, 7-12;
- one non-teaching certificated professional;
- one teacher educator and one dean of an approved teacher education institution;
- one elementary principal;
- one secondary principal;
- one local superintendent;
- one community college representative;
- one central office staff representative; and
- one local board member.

Minority Teacher Recruitment

No state programs were reported in this area.

Teacher Education Review and Study

No state activity was reported in this area.

Response to Violence

No state activity was reported in this area.

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